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ABSTRACT

An Illinois study identified the important questions regarding the fundamental problems bearing upon the vocational education needs of blacks in the state. Following a review of literature to gain perspective, seventeen persons qualified by experience and position to address the questions were interviewed to refine the focus of the research. Questions dealt with problems in securing jobs, problems in keeping jobs, opportunity for vocational education, nature of available job training, and opportunity for blacks to enter the professions. The result of the interviews was the production of seven issues that became the structure for the Planning Conference or "conference on ideas": opportunity for vocational education, discrimination on basis of race, process of successfully obtaining employment, nature of job market, success as a worker on a job, problem of educational disadvantage, and motivational factors. A session was organized around each of these major issues. (Results of considerations of these questions are detailed. Conclusions and research needs are also outlined. Appendixes, amounting to approximately one-half of the report, include summary of the interviews and conference program, materials, and selected bibliography.) (YLB)

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A Broad Assessment of the Vocational Education Needs of Black Americans in Illinois—1980 Pilot Study: A Research Report

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I.

PLAN OF THE STUDY

During the past several years in the State of Illinois, Southern Illinois University at Carbondale has completed a number of contracts with the Department of Adult, Vocational, and Technical Education involving projects and research related to vocational education in the State. The magnitude of these efforts, under the leadership of the University's former Liaison Officer to the DAVTE, Dr. James A. Sullivan, and the present Liaison Officer, Dr. Wayne S. Ramp, has been such that one is led to conclude that the University has made a considerable contribution to the improvement of vocational education in Illinois and has been in the forefront of R & D progress in the field. The Department of Vocational Education Studies has carried a great amount of the effort along these lines at SIU-C, but the Department of Higher Education and certain other units in the University have also made contributions. In the past, the Department of Higher Education focussed most of its efforts in vocational education research on survival skills for bilingual students.[1] Early in 1979, the Department of Higher Education reviewed its thrusts in vocational education research and concluded that its expertise and talents could best be directed along the lines of research based upon a broad perspective that would permit an overall evaluation of vocational needs and problems of minority students.

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[1] See, for example: *Aprender, Comprender, Y Ayudar A Usar La Educación A Los Estudiantes De La Ocupacion:* Survival Skills and Curricula for Bilingual and Spanish-Speaking Students of Vocational Education in Illinois. Department of Higher Education, SIU-C, 1977.

Rationale for the Study

Accordingly, it was determined that the Department should request support for an effort that would shed light on the special needs and problems of the black minority in Illinois. It was felt that this minority is faced with unique conditions that generate problems, some of which carry an important affective element, and all of which must be understood at a very basic level in order to come to grips with the real problems and needs of blacks in the area of vocational education in this State. This awareness provided a challenge for the Department, and it was decided that a proposal for an exploratory or pilot study of these matters would be the logical first step leading to a series of research efforts that could provide basic information and understanding. In due course, the Department proposed the Pilot Study of the Vocational Education Needs of Black Americans in Illinois to the Department of Adult, Vocational, and Technical Education, and contract number R35-10-X-0434-372 was approved for the period January 1 through June 30, 1980.

The rationale for the study began with a recognition of the reality of the following conditions: (1) lingering racism and discrimination based solely upon race; (2) the large size of the black minority and its visibility among the populace; (3) a condition of unemployment among the black minority that results in an unemployment ratio for the minority that is usually 2 1/2 to 3 times greater than the unemployment ratio for the population as a whole; (4) the existence of affirmative action programs; (5) the concentration of large segments of the minority in geographic locations and crowded areas which had resulted in many instances in an educational disadvantage for the minority; and a wide range of economic, social, and educational circumstances related to these factors but which apply uniquely to the black minority.

Furthermore, each of the above conditions tends to generate affective consequences, and such affective matters mitigate against an objective consideration of the problems. For the Pilot Study, it was necessary to discover the most important problems, single them out for an objective appraisal, and to place the accompanying emotional elements in perspective for an appraisal of their consequences. This called for a formative, rather than a summative, research approach to the problem. Accordingly, it was determined that the study would begin with a review of the literature to gain perspective regarding the major problems, to engage knowledgeable persons in interviews concerned with these major problems in order to refine the focus of the research, and to culminate the study with a closed conference of knowledgeable persons, including consultants and persons with the knowledge and ability to give objective consideration to the focussed concerns, with the conference organized around concepts and ideas rather than prepared presentations.

Purpose and Importance of the Study

Simply stated, the ultimate goal or purpose of the study was to raise, through an intellectually critical and objective process, the important questions regarding the fundamental problems bearing upon the vocational education needs of blacks in Illinois. If the study were successful in raising these important questions, the doors for future research leading to a fuller understanding of these complex matters would be opened. The proposal for funding the project described the background leading to these conclusions and is restated, but not quoted, in the following paragraph.

During the summer of 1978, two of the persons who ultimately became principals in the Pilot Study were involved in a local employment project conducted through the City of Carbondale by means of CETA funds.[2] Over 90% of the youths participating in the project were blacks. Their special needs, value systems, and disadvantages vis-a-vis the world of work generated an interest in this project as a means of obtaining a broad perspective on the problem of the vocational education needs of blacks in Illinois. Astin, Fuller, and Green discuss the roles and options still open in the continuing effort to increase minority participation in postsecondary education.[3] Innovative and non-traditional delivery systems are indicated. Juhlin, in his doctoral research, discovered that many blacks in Illinois (over 47% in a population of over 13,000 studied) were seriously engaged in acquiring or improving their salable vocational skills in proprietary institutions, largely at their own expense. "Almost half were seeking to obtain employment, 18 percent to change jobs, 8 percent to get a promotion, and one-fifth were seeking self-improvement...Their own income and savings was the most frequent source of support, followed by family support."[4] Juhlin also pointed out that almost 40% of those studied held a full-time job the first year after graduation, but that unemployment had increased five-fold from that time to the time of the study. In a similar study in 1978 of proprietary schools in the United States, Applegate found that in half the states it was felt that resident proprietary education and public vocational programs tended to complement each other, that over half the states felt proprietary vocational education to be quite important.[5]

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[2] Frank C. Adams, The Cedar Lake Employment Project for Carbondale Youth. The City of Carbondale, 1978.

[3] Alexander W. Astin, Bruce Fuller, Kenneth C. Green, eds., Admitting and Assisting Students After Bakke. San Francisco: Jossey-Bass Inc., 1978.

[4] Lawrence A. Juhlin, "Characteristics of Students Enrolled in Resident Proprietary Schools in Illinois." Doctoral dissertation, Department of Higher Education, Southern Illinois University at Carbondale, 1976. Quotation reprinted from Dissertation Abstracts International, XXXVII, 9, 1977.

Early discussions of the project had resulted in conclusions that the project should gather a broad range of information and knowledge as revealed by research regarding the vocational education needs of blacks. Information already in hand indicated that all ideas, traditional and non-traditional, should be included. Information also suggested that statistics in hand showed important differences between blacks and the population as a whole (e.g., umemployment ratios). One task, therefore, would be to discover the fundamental elements that could be related to such differences. And finally, some kind of evaluation of the findings should be made. Accordingly, three objectives were set for the project. They are listed below.

1. To produce a bibliography of the research and literature that bear upon the vocational education needs of blacks.
2. To obtain judgments from appropriate persons assessing the current situation, indicating the strengths and weaknesses of the past, and suggesting the directions for the future. Such judgments would be obtained through interviews.
3. To hold a conference in order to evaluate the findings of the study, the bibliography, and the results of the interviews. This conference would be a closed conference of persons who could address the problems with candor and objectivity and raise truly important questions for further research.

With these purposes in mind, it was felt that the importance of the study would be twofold. First, the study should contribute in its own right to a better understanding of the fundamental issues affecting the vocational education of blacks; and second, the study should open the way for significant research in the future that would throw additional light on these problems.

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[5] William K. Applegate, "State-Based Public Policy, Regulation, and Financial Support for Resident Proprietary Education in the United States." Doctoral dissertation, Department of Higher Education, Southern Illinois University at Carbondale, 1978.

Initial Planning and Methodology

In due course the staff was selected for the project and began planning the strategies for the study. These strategies consisted essentially of the following steps and their accompanying methodologies.

1. The first step was to initiate a search of the literature related to the fundamental educational problems of the black minority. The initial phase of this review of the literature would aid in the formulation of questions for the structured interviews; however, the literature review would continue throughout the life of the project in order to produce a bibliography of some importance on the subject.

2. The second step was to formulate questions for structured interviews to be held with knowledgeable persons, arrange a schedule of interviews, and conduct the interviews. The questions for the interviews would be based partly upon the initial phase of the literature search and partly upon discussions between staff members and others.

3. The third step was to plan and hold a "Conference on Ideas" for the purpose of the consideration and formative evaluation of the salient problems that had surfaced from the review of literature and from the structured interviews. Central to this conference would be the selection of personnel who could consider the matters of the agenda in an intellectual and objective atmosphere.

4. The fourth and final step was, of course, the report of the study. As things developed, the report became embodied in two documents, the publication "A Bibliography of Materials Related to the Vocational Education Needs of Black Americans -- 1980 Pilot Study," and this present paper "A Broad Assessment of the Vocational Education Needs of Black Americans in Illinois -- 1980 Pilot Study." These two publications comprise the "products" of the jointly sponsored project.

Having determined the procedures, the steps in the study, and the methodologies to be followed, the staff immediately set about the implementation of the 1980 Pilot Study.

II.

THE INTERVIEWS

At the time the project began, the chief investigator was scheduled to teach a class in the Chicago area. This circumstance provided an opportunity to establish contacts for setting up the proposed interviews as well as broadened the base for the discourse regarding the fundamental problems that affect the black vocational education experience in Illinois.

Development of the Interview Questions

The staff read widely on the subject and engaged in continuing discussion of their ideas on the problems. Knowledgeable persons on the campus of Southern Illinois University at Carbondale were engaged in conversations on the subject, and gradually important questions began to be formulated, questions that could be utilized in the planned interviews. In general, these questions dealt with problems in securing jobs, problems in keeping jobs, the opportunity for vocational education, the nature of available job training, and the opportunity for blacks to enter the professions.

Finally, the following outline of questions was agreed upon as the structure for the interviews.

Questions

I. What are some of the problems blacks have--
   A. In securing jobs?
      (1) Discrimination in employment?
      (2) Lack of knowledge of, or skill in, or training in, how to go about getting a job?
      (3)Lack of timely access to job information?
      (4) Limited job preferences?
      (5) Inadequate career guidance?
      (6) Lack of adequate job qualifications?
   B. In keeping jobs?
      (1) Inadequate skills on the job?
      (2) Job satisfaction?

        - (3) Orientation toward work?
            - (a) Punctuality?
            - (b) Absenteeism?
            - (c) Productivity?

II. Do blacks have reasonable opportunity for job training?

III. Are there problems related to the nature of the job training for blacks?
- (1) Does the training adequately prepare for the job? Is the instruction adequate? Effective? Is the learning environment conducive to good learning?
- (2) Does the training fit the job market?
- (3) What happens to the typical black who drops out of high school? How serious is the drop-out problem?

IV. Do blacks have reasonable opportunity to enter the professions? Is such opportunity more restricted than the opportunity in skilled trades? More restrictive than for non-minority persons? Does the opportunity vary with the various professions? Do "basic skills programs" perform a valuable service in opening up the opportunity for blacks to enter the professions?

It was decided that appointments would be set up for the interviews and, at the time of setting the appointment, the complete set of questions would be given to the prospective interviewee. Permission would also be sought at that time for the interviews to be taped.

The interviews

In due course, therefore, a schedule of interviews was set up so that seventeen persons would be consulted and asked to express themselves regarding the interview questions. All these persons were qualified by experience and position to address the questions; ten were black; seven were white; and five were females. All of them except two lived and worked in a blue-collar suburban community in Lake County, and the two were close by in Cook County. The occupations of the interviewees, listed below, are indicative of the cross-sectional view that could be obtained regarding the questions posed.

Occupations of the Interviewees

A director of a community education center
A high school vocational education teacher
A counselor for an Urban League Outreach Program (CETA)
A director of a day care center and nursery
A production manager
A housewife and Urban League officer
A head nurse and NAACP officer
The head custodian of a school
The principal of a suburban high school
A community college financial aid officer
The director of a county career guidance center
The head of an electrical union apprenticeship program
A circuit judge
An attorney
An electrical contractor
The head of a high school vocational education department
A coordinator of research and evaluation in a large suburban high school

The interviews were conducted by senior interviewers. Most of them were conducted by the Chief Investigator of the project. Two of the interviews were conducted by a person who worked for one month as Researcher on the project. All the interviews were taped, and the tapes are on file in the Department of Higher Education, Southern Illinois University, Carbondale. The tapes were transcribed by student workers on the project, and the transcriptions are also on file in the Department of Higher Education.

Summaries of each interview are included in Appendix A of this document. Table 1 is a simple listing of the ideas that surfaced in these discussions. It must be remembered that these ideas are simply the opinion of one or more person(s) interviewed. Some of the ideas expressed in Table 1 were advanced by only one person; therefore, there is no statistical basis for assuming that the idea can be generalized or that it expresses a truth beyond the experience of the person interviewed. The real value of these ideas lies in the fact that the interviews were seriously conducted, and that the persons interviewed were knowledgeable of problems that could well apply to blacks as a group and could well

Table 1. A Simple Listing of Ideas or Opinions Expressed by the Persons Interviewed in the Pilot Study of the Vocational Education Needs of Blacks in Illinois*

1. In order to get a job, a black may find he/she is expected to be better qualified than persons of other races. On the job he/she may be expected to do more than others.

2. If a black on a job is late for work once or twice for good cause he/she may be labelled habitually tardy. Similarly, if absent, he/she may be labelled habitually absent.

3. Blacks too often use discrimination as a crutch or an excuse.

4. In this communith, blacks who become professionals may have more difficulty in attracting blacks as clients than they do in attracting whites as clients.

5. The opportunity for blacks to get vocational education in Illinois is excellent, and the kind of training received is good.

6. If the motivation is there, blacks can do whatever they want to do.

7. Guidance services are available, but often blacks do not take advantage of these services, because they do not know about them or for other reasons fail to go. Training in how to get a job is offered in many places including the high schools, but no one requires young people to take this training.

8. While considerable progress seems to have been made in eradicating direct discrimination based upon race, blacks may now be faced with a kind of "subtle" discrimination. This is most likely to occur in connection with high level jobs that require considerable qualifications and that place the responsibility for the final interview of "finalists" and the ultimate selection of the successful applicant on a single person.

9. The more education a person has, the narrower his perception of job options is likely to be.

10. Inadequate skills, poor work orientation, and job satisfaction are factors that contribute to job failure. The first two are remediable, the latter difficult to handle. Guidance and help in "knowing yourself" when preparing for a career are no doubt important.

11. Predicting future demand for certain kinds of jobs is very important when guiding young people for the world of work.

12. There is little training in how to adjust to the world of work.

13. The initial period on the job is an adjustment period. If employers will regard this initial period as an adjustment period and provide good supervision, it would result in greater job success.

14. Illinois has a good structure for providing good vocational education for all people. No new agencies are needed. We just need to make the structure we have work.

Tale 1 continued.

15. Apprenticeship programs in the trades have admission requirements. Sometimes these are not communicated early enough for young people to make sure they can meet them (e.g., taking algebra in high school.

16. The Joint Apprenticeship Program for Electricians teaches pride in the trade as an important part of the program.

17. Blacks have done well in the electricians apprenticeship program.

18. Unions and contractors will take all the blacks they can get. They must meet compliance regulations.

19. Females do well in the electricians apprenticeship program.

20. Blacks in the electrical trade are competent on the job. (This may be directly related to the apprenticeship program.)

21. Retraining is needed in bad times. This retraining should be in related work so that a person can take advantage of his previous experience and training.

22. The high school vocational education programs in Illinois are strong.

23. Some blacks tend to overlook the trades in favor of the professions.

24. It is difficult to obtain qualified vocational education teachers in the high school programs. A serious shortage may be developing.

25. In the immediate past few years, there has been a decline of blacks in the professions except in engineering.

26. Self-concept is very important to educational success or failure (including vocational education).

27. Peer influence is very important to educational success or failure (including vocational education).

28. Early problem identification of potential drop-out or failures as students is essential for schools to handle the problem of educational failure.

29. Blacks have made much progress in terms of education and employment, but much remains to be accomplished.

30. Blacks are accepted in the professions in this community.

31. Black families in this area are very supportive of their youngsters and of education.

32. The welfare system definitely traps some people and serves as a barrier to progress.

Table 1 continued.

33. Of fifty young persons interviewed (by the interviewee), thirty of them (mostly black females) were struggling to get out of the welfare trap, to find a way to self-support.

34. Some parents advise their youngsters to take the "hard" subjects rather than the "easy" subjects in high school. The "general" subjects do not lead to future opportunities.

35. Discrimination is still very real. Affirmative action has helped. It has opened some areas of work not formerly available to blacks.

36. Blacks as workers must be responsible for themselves.

37. There are not many blacks employed in high places (to help other blacks - perhaps to serve as role models).

38. How people perceive jobs is important. A person needs to feel that his job is both worthwhile and challenging.

39. There are more job opportunities in the metropolitan areas than in rural areas for blacks.

40. In this community, peer pressure is more noticeable among Hispanics than among blacks.

41. In the metropolitan area (Chicago), there is more pressure from blacks on blacks to succeed than in this community.

42. There is limited opportunity in the professions for blacks.

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*Note: Some of the above opinions or ideas were expressed by only one persons; some by several persons.

have a bearing upon whether this segment of Illinois citizens have special needs or problems in becoming trained and qualified for the various vocational opportunities in the State. Because these ideas and opinions were careful expressions of the judgments of experienced and concerned persons, it was felt by the persons connected with the Pilot Study project that they would be the most fruitful source for obtaining the items (questions) that should be considered in the Planning Conference. Subsequent reassessment of the interviews and the ideas that were produced thereby confirmed this procedure.

Table 1 provides a good summary of the ideas that were produced. By reference to Appendix A, the reader can get a good feel for the interviews themselves. The ultimate result of the interviews was the production of the questions that became the structure for the Planning Conference, or "conference on ideas." This is discussed in the next following section of this report.

Summary of Results: Building the Conference

Throughout the entire period of the Pilot Study, the members of the project staff were conscious that the final objective of the project was to hold a conference of selected individuals who would spend some time in addressing the basic problems that have an impact upon the vocational aspirations of blacks in our society. During the exploration of the literature and during the interview schedule, there existed an on-going discourse among the staff that was directed toward the identification of these problems. When the transcripts of the interviews became available, it was possible to come to some conclusions regarding the basic problems that should be discussed in conference.

Seven categories of problems were selected for development for the Planning Conference. These were: the opportunity for vocational education in Illinois; the problem of discrimination on the basis of racial origin; the process of sucessfully obtaining employment; the nature of the job market; success as a worker on the job; the problem of educational disadvantage on the part of blacks in their efforts to obtain vocational education and ultimately employment; and the question of motivational factors that might in a general sense be different for blacks than for other citizens.

Having identified the general categories of concern, specific questions were developed for each category. These questions are listed below by category.

Opportunity for vocational education in Illinois. The specific questions selected for this category follow. What opportunity for vocational education exists in Illinois? Do minorities have reasonable access to the opportunity that exists? Is the opportunity functional for black Americans? Will a future problem materialize in terms of a shortage of vocational teachers? What are the important research questions related to opportunity?

Discrimination on the basis of racial origin. The specific questions selected for this category follow. What are the realities of racial discrimination regarding getting jobs and obtaining training for occupations? What are the perceptions of blacks regarding discrimination? Is "discrimination" sometimes used as an excuse or crutch? Is a self-fulfilling prosphesy hidden in perceptions? How important is subtle discrimination? What are the research questions related to the question of discrimination?

The process of successfully obtaining employment. Do blacks know the basics of getting a job, such as how to apply, make a resume, be interviewed? Is training available on how to get a job? Is it needed?

Is there a natural (unplanned) resistance to adapting to the "system"? Is there a general (conscious or intended) resistance? What are the important research questions related to the question of knowing how to get a job?

The nature of the job market. The specific questions selected for this category follow. How do people get timely information about positions? Is this the same for blacks and whites? Are blacks subject to severe geographic limitations in securing employment? Are blacks limited by narrow job preference? To what extent are blacks limited by qualifications, skills, or training in securing employment? What are the important research questions related to the nature of the job market?

Success as a worker on the job. The specific questions selected for this category follow. Is there a serious lack of adequate and appropriate attitudes or sense of job responsibility among blacks (punctuality, absenteeism, productivity) as compared to other people? To what extent may problems on the job be due to added personal burdens and handicaps of minorities? To what extent are job satisfaction and the attitudes of people (fellow workers) on the job related to job success of black workers? What are the important research questions related to the question of success on the job?

The problem of educational disadvantage. To what extent are minorities limited in the vocational efforts by inadequate general schooling? That is, do they know how to read, write, and compute? To what extent are these skills necessary in getting and holding a job? To what extent do people graduate from high school and then discover they have failed to take some special course (e.g., algebra) which is required to enter some apprentice program (e.g., electrician)? Is this different for blacks than for others? Are blacks seriously limited by a lack of adequate guidance services? Career guidance? Job market training? What are the important research questions related to the question of the general education of blacks as this is related to vocational education?

Motivational factors. The specific questions selected for this category follow. Do black families give encouragement and support to young people seeking vocational education? Are black families apathetic, are they barriers to success? Cultural values: Is there a true black sub-culture? Do the cultural origins of some blacks mitigate against successful careers? Are the cultural origins of some blacks supportive? Are there special reasons why some blacks have successful careers and others, equally talented, do not? The church: What role does it play? Welfare programs: Do they sometimes function as a trap from which it is difficult to escape? What are the important research questions related to the question of motivation?*

While the staff had generally favored a closed conference for the final effort in the Pilot Study, it became quite clear, once the specific questions for the conference were laid out, that a closed conference was the only kind practicable. Only through careful planning could a conference held to consider sensitive issues hope to be successful. The next section of this report includes the nature of the conference, the selection of participants, and the results.

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*The complete conference program, organized around these categories is included in Appendix B.

III.

THE CONFERENCE

The objective of the Planning Conference was to obtain the formative judgement of informed individuals regarding the importance of sensitive, basic issues and problems as these might bear upon the vocational education needs of black Americans in Illinois. The task of organizing the conference, selecting personnel, and conducting the meeting presented problems that would bear directly upon the validity of the conference and the worth of holding such a conference. These matters are discussed below

The Nature of an "Idea Conference"

The Planning Conference was conceived as a "conference on ideas." In the case of ordinary workshops or conferences, the sponsor is afforded a reasonable sense of security through planning the conference with an appropriate number of speakers and formal presentations. At least the sponsor has some assurance that the period of time allotted to the meeting will be taken up by such organization, and the people will get through the two days, or whatever time is allotted, with more or less a feeling that things went off all right. While an "idea conference" might have formal presentations, there is a danger of unduly influencing the thinking of the participants through that procedure. In the present instance, it was desired to hold a conference without keynote speeches and without formal presentations. To do this and still have an organized approach and hopefully to get through the two days with some feeling of accomplishment, it would be necessary to structure the conference around the issues and ideas to be considered. Further, it would be necessary to present these issues in advance to the conference participants. Accordingly, the program was structured around the selected problems, and related materials and bibliography were compiled and forwarded to the participants. In addition, the following communication was incorporated within the materials.

"The intent of the Planning Conference is to provide a relaxed, intellectual setting for the discussion of the circumstances and problems that affect the development of vocational education for members of the black minority in Illinois and possibly throughout the nation. It is proposed to approach these discussions from a broad perspective so that any matter that has a general impact, favorable or unfavorable, upon the realization of vocational aspirations by blacks may be identified, discussed, and evaluated.

"In terms of the job market and the manpower needs of business, industry, agriculture, and the professions, and the service occupations, the same technical skills need to be developed for blacks as for anyone else. The Conference, therefore, is not interested in whether there is a need to train 120 carpenters in Elmtown during the next two years. The Conference proposes to focus upon more fundamental questions and would be especially interested in matters that might hinder members of the black minority in becoming carpenters.

"During a period of some four months, the Project has been engaged in reviewing the pertinent research and literature to discover the important questions that should be considered. During this time also, the Project has taken questions to knowledgeable persons, conducting interviews with some sixteen individuals and accumulating and transcribing over nine hours of recorded discussion. From these sources, certain basic questions have been selected for the attention of the members of the Planning Conference. These are indicated in the Conference Program.

"It is the objective of the Conference to consider these questions, analyze them, and evaluate them for future intensive investigation. It is also the objective of the Conference to consider whether there are basic questions, not selected for Conference consideration, that should also receive intensive consideration.

"While these two objectives are vital to the Conference, the nature of the Conference can be described further. Questions rather than answers are sought at this juncture. If the Conference can come to conclusions (answers) that help define larger questions, so much the better. The nature of the Conference is embodied in this statement: the Project workers are asking the Conference participants for a formative evaluation and a sincere judgment regarding what is truly important in connection with the career aspirations of blacks at this point in time."

With the structure of the program complete, with related materials for the participants, and a selected bibliography for their use, the material aspects for the idea conference were complete. These materials are included in Appendix B (program and materials) and Appendix C (selected bibliography). The human requirements for the idea conference, perhaps the most critical problem in connection with such an effort, are discussed in the next section of this report.

The Conference Participants

The question of the selection of the conference participants was on on-going concern of the staff throughout most of the period of the Pilot Study. Perhaps the first determination made was that the conference should be a closed conference. Only invited personnel should attend. It was felt that a conference open to anyone would attract persons who, although they were quite sincere, would be unable, because of lack of experience or for other reasons, to consider and evaluate sensitive issues in an objective manner. It was also felt that the conference should include both blacks and whites, but that it should have a majority of black participants. While the size of the conference would necessarily be limited to the resources available, it would be desirable to have a broad a range of experience and background among the participants as possible. Most important, the conference participants must be persons who could address sensitive issues with a degree of detachment and objectivity, and accordingly, the following criteria were agreed upon as necessary for all participants:

(1) A person should have some knowledge, through experience or otherwise, of the issues to be addressed.

(2) A person should be aware of his/her own biases, but willing to keep an open mind about them.

(3) A person should be interested in participating, willing to express him/herself, and willing to listen to others. This criterion assumes an overriding desire to come to grips intellectually with important matters.

While there are no doubt thousands upon thousands of people who meet these criteria, the selection of participants for what was considered a critical conference was limited to the combined resources of the staff, who spent a considerable amount of time discussing the possibilities. Nevertheless, a list of persons was finally agreed upon, the telephone was used extensively to explain the conference to possible participants as well as to arrange schedules, and the personnel for the conference were finally selected. The list of those invited to the conference who also attended and participated appears in Table 2.

Critical also was the selection of persons to chair the sessions of the program. All matters were arranged in due time, and a discussion of the conference results appears in the next section of this report.

Table 2. List of Persons Who Participated in the Planning Conference*

Dr. Frank C. Adams	President, American Work-Education Foundation
Dr. Ernest A. Boykins	President, Mississippi Valley State University
Mr. David Daniel	Doctoral Student, Department of Higher Education, SIU-C
Mr. William G. Davis	Doctoral Student, Department of Higher Education, SIU-C
Mr. John Epps	Acting Director, Med. Prep. Program, SIU-C
Mr. Theodore B. Hudson, Jr.	State Certified Vocational Instructor, North Chicago Community High School
Dr. John Jordan	Vocational Administrator for State Agencies, Dept. Adult Vocational & Technical Education
Dr. Roland Keene	Professor of Higher Education, SIU-C
Dr. John E. King	Professor of Higher Education, SIU-C
Dr. James Knight	Professor of Criminal Justice, Memphis State University
Mr. Lester G. Morrow	Doctoral Student, Department of Higher Education, SIU-C
Mr. Edward Palmer	Regional Vocational Administrator for the City Schools of Chicago, Illinois Dept. Adult Vocational & Technical Education
Dr. Wayne S. Ramp	Professor of Vocational Education Studies, SIU-C
Ms. Donna Scoggins	Secretary, Pilot Study, Dept. of Higher Education, SIU-C
Dr. Benjamin A. Shepherd	Assoc. Vice President for Academic Affairs and Research, SIU-C
Ms. Dorothy Smith	Director, Academic Skills Parlor, Mississippi Valley State University
Dr. Wayne K. Stahl	Coordinator of Institutional Reports, College of Lake County
Mr. Harvey Welch, Jr.	Dean of Student Life, SIU-C

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*Of the eighteen members of the Conference, seven were white.

Results of the Planning Conference

It is difficult to report the tone or spirit of a conference with any degree of accuracy; therefore, only those characteristics of the conference that were directly related to the to the search for fundamental questions bearing upon vocational education needs of black Americans will be mentioned.

The pre-conference materials, discussions, and preparation seemed to set the objectives of the conference with considerable clarity. The participants came to the conference determined to deal with controversial matters in an objective manner, and it is the opinion of the chief investigator that this attitude prevailed throughout the proceedings. Indeed, it is this quality that gave the conference whatever validity it may claim. The racial balance of the conference participants added the perspective of different backgrounds and enriched the source of ideas. The people seriously gave their time to the business of careful analysis and the rendition of the best judgments possible.

Each session of the Planning Conference was organized around a majora major issue or problem reinforced by related questions and supplementary materials. The problems had, of course, been previously identified in the interviews. All participants attended the first session, then they were divided into two groups for three additional paired sessions, making a total of seven major sessions. All sessions were tape recorded, the tapes were duly transcribed, and both the tapes and transcripts were filed in the Department of Higher Education.

It was felt that the first session would provide an opportunity for all participants to become acquainted, and that this session would become a model and set the tone for those that were to follow.

Accordingly, the question of opportunity for vocational education --- one of the less controversial questions in the conference --- was chosen for discussion. In this first session, it soon became apparent that the conference could profitably address itself to the business at hand- The remainder of this section of the report will address the questions considered by the conference and the results of those considerations.

Opportunity for Vocational Education. While the opportunity to secure education and training for vocations and careers unquestionably varies on a regional basis and differs from one state to another, this kind of opportunity is excellent in the State of Illinois. The variety of opportunity is impressive. The opportunity appears in high school vocational departments, in high school departments of vocational agriculture, in high school distributive education and diversified occupations programs and cooperative work programs, and in adult and community education programs run by school districts. The area vocational centers have been established for meeting basic vocational needs. The State provides special subsidies for vocational programs in the community colleges. Associate degree programs in at least one public university and many baccalaureate degree programs in Illinois colleges and universities are vocational in nature and lead directly to employment. Many of the universities operate adult and continuing education programs, many of which are vocationally oriented. Hundreds of proprietary institutions train people in salable skills, and the skilled trades have union and industry sponsored apprentice programs. Many industries encourage career advancement by sponsoring education programs. It was agreed that excellent opportunity for vocational education exists in Illinois. The basic question seemed to be whether the opportunity that does exist is functional for the black minority.

Specific figures for black participation in vocational education were not available for the conference. The statistics had not been gathered on the basis of race. However, racial and ethnic statistics will be available in Illinois during the fall of 1980 for the school year 1979-1980. Nevertheless, the participants were generally agreed that blacks do participate in the vocational education programs in Illinois in significant numbers, but that this participation was probably not as full as might be desired. The group was aware of the excessively high unemployment ratio among blacks and of the fact that unemployment among young blacks was even greater. While vocational education may not be the solution for the economic ills of the nation, it was felt that persons with salable skills would have a better chance for employment and that young blacks in particular should take advantage of the opportunities for training.

Within the experience of the group there was direct knowledge of reasons why some blacks do not take advantage of vocational education opportunities. The chief reasons cited were: lack of motivation for such training; lack of sound guidance that would lead to motivation to participate; and the fear on the part of some blacks of their treatment if they tried to enter what they perceived to be a predominantly white occupation. This latter circumstance led to a thorough discussion that produced two conclusions: blacks must become aware of their options to participate in all careers, and the perceptions of work on the part of young blacks may be such that attitudes incompatible with work or attitudes that mitigate against certain career choices may result. An early consensus was reached by the conference participants in this first session that basic research must be done on the subject of those blacks participating in non-traditionally black career areas and on the subject of the perceptions that blacks have of the world of work.

There was further concern regarding unemployment among blacks, especially among young blacks. It was felt that idleness would not be long tolerated by vigorous young people, and that their energies, if not consumed in the mainstream of productivity of American economic system nor directed into other appropriate channels, would find expression in antisocial enterprise. One black participant with considerable experience in the field of criminal justice shared his knowledge of some blacks (and of other Americans) who had learned skills in vocational programs and utilized these skills in illegal enterprises. He thought that such persons in some circumstances were lucratively self-employed but were probably carried on the unemployment rolls. He also pointed out that the choice of illegal "employment" was often a direct response to the attractiveness of the illegal enterprise in some urban settings and was only remotely related, if at all, to inability to secure employment on the basis of the skills that had been learned. There was mixed reaction among the group to this information, but in general it seemed to reinforce the consensus that had already been reached that it is important to discover the perceptions that people have of the world of work.

Discrimination on the Basis of Race. The problem of discrimination on the basis of race held two applications relevant to the concerns of the Planning Conference: one was the possibility of discrimination in admitting persons to vocational education programs in Illinois, and the other was the possibility of racial discrimination in employment practices. Group A in its first session considered these matters.

The topic of discrimination on the basis of race is a sad and tragic as well as controversial topic. It embraces circumstances that run to the extremes in all directions. Laziness, incompetence, selfishness, courage, gallantry, and selfless achievement, indeed all the positive and negative qualities and activities of humanity, occur in all the races of humankind. As far as racial discrimination in the United States is concerned, some progress has been forced, as in the establishment of employment quotas. Some progress has been developmental and healthy. But racial discrimination is still a debilitating reality in this nation.

Beyond the sincere desires and efforts of some people, both black and white, to eliminate racial discrimination in this culture, this writer believes that a complex, interrelated system of economic and social dynamics impacts upon the problem, and in times of recession and economic stree, this impact tends in the direction of fostering racial discrimination with extreme negative results for the black population. The scientific identification of the nature and function of these economic and social dynamics would seem to be a good first step leading to the understanding and eventual elimination of such discrimination. To reach the goal of eliminating racial discrimination would surely strengthen the social system and the nation.

Group A dealt with this problem in admirable fashion and reached at least two important conclusions and corresponding recommendations. It was generally agreed that minimal overt racial discrimination exists to prevent blacks from taking advantage of the opportunities for vocational education in Illinois. Probably more blacks, and the general population as well, should enter vocational education programs than now do so, but some of the reasons for this circumstance may reside in conditions of attitude, knowledge, geography, and economics than in conditions of racial discrimination. That is, some blacks may think they cannot achieve, or they lack the knowledge that the programs exist (and they are unaware of career guidance services or personally neglect them), or they may think the programs are too far from home, or for some reason they mistakenly believe they cannot afford such a program.

It was also generally agreed that racial discrimination is an important factor in the matter of blacks securing jobs and having successful career experiences. As might be expected, several instances of racial discrimination in connection with employment were cited from the experiences of the participants; however, one example was recounted that departed from the usual concerns related to the employment of blacks. One participant gave an account of a newly elected black vice president for academic affairs in a university. This new officer called his black faculty members together and communicated plans for recruiting more black faculty and increasing black opportunity in the academic world. After a year of two, little or no progress had been made and disillusion had begun to set in. The lack of progress was probably due to two factors: some degree of discrimination, either as a primary or secondary factor, and a lack of awareness of qualified candidates. This defficiency was no doubt related to past discrimination, as the opportunity for blacks to enter the academic professions is relatively new. This latter condition highlighted a concern that became one of the most important points brought out in the Planning Conference: there are not enough successful blacks in the skilled trades and the professions.

From all this discussion, Group A identified two important recommendations. First, there should be careful research on the perceptions of blacks of the world of work; and second, studies should be conducted within a reasonable framework of the possible lack of black role models in the trades and professions (including the policy professions) and the possible psychological consequences of role model realities for blacks.

The question of knowing how to get a job. Group B handled this question in its first separate session. There was much discussion regarding the matter of getting and keeping a job. Group B engaged in extended and interesting discussion on the problem of getting a job, some of which embraced matters of possible racial discrimination. It was pointed out that blacks often complete a vocational course, become qualified for a certain kind of work, then nothing happens - they don't become employed. Emergency programs, such as the CETA programs, provide work on a temporary basis. A black will be employed on a CETA program for six months - then unemployment. In the reality of unemployment, one often doesn't know where to turn next. The Group was especially concerned that a good work ethnic (e.g. qualify yourself so that you can better your conditions and take pride in yourself as an achieving human being through employment) is very difficult to promote (among blacks or anyone else) if everything works except that no job materializes.

It was generally agreed that blacks do not know the basics of getting a job, such as how to apply, write a letter of application, make a resume, and be interviewed. It was pointed out also, that whites do not know these basics either. Many college graduates, and even college presidents, are naive in this process. The matter of not knowing how to go about securing suitable employment is not a phenomenon applying only to blacks.

It was pointed out that many vocational education programs in Illinois include instruction in where and how to get a job. There are many agencies and opportunities that provide such instruction to people. Nevertheless, the rather widespread lack of sophistication in this matter is noteworthy.

It may be that the so-called "job market" is by its very nature a baffling matter. Job seekers probably find jobs through newspaper advertisements and public and private employment agencies about 15% of the time, and successful job seekers probably find jobs through their own efforts and through friends about 85% of the time. Word of mouth seems to be the important communication link. The "job market" seems to be set up for the benefit of the employer, not for the benefit of the job seeker.

Yet the bottom line in this whole matter of vocational education is that the individual trainee be located in a suitable job that will contribute to his own welfare and to the welfare of society as a whole. As a matter of fact, no unemployment can be tolerated if this culture is to remain a viable system.

It was Group B's feeling that vocational education/employment linkages should be studied and improved. Perhaps an effort at reconceptualizing the basis for research on unemployment and the job market, perhaps beginning from the position of the job seeker rather than the position of the employer, is called for.

The Nature of the Job Market. In its second split session, Group A had the task of discussing the nature of the job market and the related problems blacks have in securing employment. As sometimes happens in an "idea conference" setting, the group never really got around to addressing the question of the nature of the job market and the problems in securing employment that might apply uniquely to blacks. As a matter of fact, Group B came closer to addressing these problems in its first split session than Group A did, even though the questions were specifically assigned to Group A in its second session. In an "idea conference," such as a departure from the schedule should not be regarded as a disaster. Frequently, an event of this kind is quite fruitful in terms of generating good thinking about the concerns of the conference.

The fact is that Group A had become extremely interested in certain topics that had been discussed informally during recess. Accordingly, the group pursued these matters of interest in its second formal session. Group A's interests led to an intense and interesting discussion of internships, "hand-on" work experience, cooperative education programs, and special ways of relating to students or teaching students. Without dwelling on the discussion itself, the main points made by Group A in its second session are listed below:

(1) Internships, hands-on work experience, and cooperative education programs are excellent ways to teach essential skills and attitudes. Such programs present real-life experiences in a valid manner with productive results and also allow for completion of college work.

(2) Cooperative programs usually begin in the junior or senior year, and young people need work experience at a much younger age. The group was generally in agreement that young people should have work experience by the time of the junior high school, and should begin their development of attitudes and perceptions about work and the "world of work" at a very early age.

(3) Some of the participants felt that the parents should assume the responsibility for this early training. Others, while agreeing that the family should be responsible for such learning experiences (at early ages) and that the family is perhaps the most important and influential institution in the lives of young people, insisted that the family is private and inviolate and cannot be controlled externally; therefore, the schools (which are controlled externally) are a natural check point and should be responsible for early "vocational" education just the same as they are for early checks on vaccinations for communicable diseases.

(4) It was felt that in schools and other agencies there should be a racial mixture of professional people (teachers, counselors, etc.) so that young people of one race or another could find a person of his own race with whom to relate. Some felt that black counselors, or teachers, could really understand black youngsters better than white counselors could. Even if this were not always true, at the present point in time, black youngsters may simply feel more comfortable, more at ease, with black counselors.

(5) The discussion let Group A naturally, into a re-emphasis of the importance of black role models in the culture. One participant indicated that teachers seldom were privileged to know the full extent of their influence

on the lives of people, but such influence is no less real because it is not always known. Teachers' commitment should include a belief in the fact that their influence goes far beyond the classroom.

The Success of Blacks on the Job. Group B's second split session dealt with the following types of questions: Is there a lack of adequate and appropriate attitudes or sense of job responsibility among blacks (punctuality, absenteeism, productivity) as compared to other people? To what extent may problems on the job be due to added personal burdens and handicaps of minorities? To what extent are job satisfaction and attitudes of people on the job related to job success of black workers? This summary is an attempt to simplify a very complex discussion.

In order to consider questions, such as those listed above, in a manner that will produce greater understanding of the basic problems of the black minority and its relation to the economic productivity of the nation, certain assumptions should be made at the outset. First, it should be assumed that, given the same environment, opportunities, cultural values, and social acceptance, it would be impossible to distinguish racially related differences among people in job performance or attitude. Genetically, blacks have the same physical and mental capabilities and capacities as any other group. History furnishes ample proof that blacks have an immense capacity for labor and have been "good workers" in all kinds of jobs and positions.

On the other hand, the group was inclined to feel that real problems related to the above questions do exist among blacks. A first question, however, would be to what extent, if any, does the black minority experience such problems in an excessive degree? If the answer to this question confirms the suspicions of the group, it would be important to understand why such conditions exist.

There are circumstances that would lead one to expect that real problems exist. These circumstances would lead to exaggerated perceptions of the reality, but they could well lead to an exaggerated reality also, perhaps through the "self-fulfilling prophecy" phenomenon, such circumstances were discussed as length by the group.

For example, a much larger proportion of the black population than of the white population live under poverty conditions in urban ghetto environments. There is little in such an environment that would lead a person toward the development of a sense of job responsibility, or to foster respect for the importance of holding permanent employment for that matter. One would expect a person's perceptions of work to be distorted under such conditions. One would expect ignorance to contribute further to the problems. Give-away aid programs seem to be the only solutions of any consequence that have been offered for ghetto problems. It may well be that give-away programs tend to reinforce idleness and ignorance and undermine people's self respect. Much of this needs to be studied. Rehabilitation programs should, perhaps, begin with enabling the people of the ghetto to assume responsibility--and ultimately lead to reasonable control over their own destinies. Evidence that such programs could succeed lies in examples of black leaders who have accomplished the impossible on a small scale in ghetto environments. One participant was quick to say that unfortunate persons should be helped, should have opportunities for vocational and other training, but should clearly be assigned responsibilities and held accountable for their fulfillment. To quote, "I believe reciprocal type programs, where there is some give and take, where it's not all give is what we need. I think when it's all one way, I loose part of my self-respect, pride, and so forth. I think we lose a lot of that."

Families and schools should be able to assist in solving some of these problems: ignorance of jobs, job responsibilities, punctuality, absenteeism, training opportunities, and attitudes. But both of these institutions, the family and the school, operate in impossible circumstances in some locations. Where they have a chance, both these institutions are successful for all people, blacks and whites. But in some locations, with one-parent families and other conditions, it is difficult for social scientists to even define what a family is.

There are many special burdens placed upon the black minority, especially in the urban setting, that mitigate against job success and even against employment in the first place. Most of these relate directly to poverty conditions and to the inability of responsible people to fulfill their perceived responsibilities under impossible circumstances. Transportation is one of the greatest problems. Industries have expanded in beautiful settings in suburban locations far from the ghetto. The problems of punctuality and absenteeism are directly related to such circumstances.

Job satisfaction and the attitudes of other workers affect the success of black workers. It is a matter of apprehension to go some distance from familiar surroundings to accept a job where one feels himself or herself to be obviously in the minority, without black friends, and subject at least to the scrutiny, if not worse, of the other workers.

If, under these many conditions that could contribute to job failure on the part of blacks, employers do in fact experience a high degree of poor black performance, it might be that a trend could be identified to stereotype blacks in a completely unfair and unrealistic (to say nothing of unsympathetic) manner. Such stereotyping would simply confound the problems.

Group B was interested very much in the possibilities for attacking some of these potential problems through educational and other programs for youth. One person pointed out the situational nature of most of the problems that had been discussed. While there are conditions that may be generalized one way or another for an identifiable group, the individual and his or her uniqueness cannot be disregarded when it comes to solving the problems that may be indicated. For example, the group felt that you can get at many matters through appropriate motivation of individuals. Circumstances have meaning for unique individuals in specific situations. For example, one participant indicated that he had no problem with his son (sophomore athlete in college) in getting him to be prompt and to work hard in the athletic program, but to obtain similar results with academic homework was a different matter.

One person in the group was anxious to turn to devising programs and solutions for perceived problems. If we know the problem, let's get cracking on doing something about it. Most of the group sympathized with this point of view, but felt that further orientation to the whole question is needed. Some of the group felt overwhelmed by the sheer magnitude of the problems suggested. All felt that the points made in the discussion were important. All were solid in their confidence that worthwhile progress is possible, that all aspects of the matters discussed should be studied. It seemed that a spirit of challenge pervaded the group and a realization that much hard work must be done was accepted with promise.

General Education in the Common Schools. In its third and last split session, Group A considered the relation between general education and the vocational education needs of blacks. The following questions were discussed: To what extent are minorities limited in their vocational efforts by inadequate general schooling? That is, do they know how to read, write, and compute? To what extent are these general skills necessary in getting and holding a job? To what extent do people graduate from high school and then discover they failed to take some course (e.g., algebra) which is required to enter a vocational training program (e.g., electrician apprentice program)? Are blacks seriously limited by a lack of adequate guidance services? Career guidance? Job market training?

By and large, Group A felt that improvements are possible in all the matters suggested in the questions. Blacks are especially handicapped in these ways insofar as schools that serve principally black students (e.g., ghetto schools) may in fact be inferior schools in terms of programs, personnel, and funding. However, many of the defficiencies that may exist in the common schools will impact upon students of all ethnic backgrounds unless certain groups of students can avoid these defficiencies because they attend better schools. The following points were made.

(1) Many students, both black and white, fail to learn the basic skills of reading, writing, and arithmetic.

(2) These basic skills are important for general success as adult citizens, for success in vocational education, vocations, and careers, and for success in college and in the professions.

(3) Many students choose "easy" subjects in high school and later wish they had taken something else. The important consideration here is that there is easy access to opportunity to take the subjects that were missed the first time.

(4) It is true that many blacks, and many whites as well, fail to get adequate guidance services, good career guidance, and job market training. But again, it is important to note that the opportunity for these services exist for most people. Attention should be given by school people, parents, and others to make sure that young people seriously avail themselves of the existing opportunities.

The Question of Motivation. Group B's last split session dealt with a problem that many of the group felt should have been the first problem dealt with. However, the discussion may have been as rich as it was because the group had the advantage of having participated in prior sessions of the idea conference. Several aspects of motivation were addressed.

One position was that people become motivated through the value system of their culture. The question was raised as to whether there is a black sub-culture in the United States. Several opinions were advanced. One person said he would like to say simply that there is a gentile black community. Matters of heritage and pride are tied closely to culture. Most of the group felt that there are several black sub-cultures. One could sense a feeling that there ought to be a single black culture, the value system of which should not be much different from the dominant cultural values, but that the black traditions and heritage should be preserved and continue to be a source of pride. The question is, of course, can you have both or will assimilation tend to occur and obliterate or modify something desirable. Separatism, in terms of culture, may have been important a few years ago, but may be losing ground. The group them raised a very important consideration: Are blacks becoming truly multi-cultural, not in the sense of simultaneously embracing conflicting values but rather in terms of strengthening the value that all persons are entitled to their own cultural value system and that this central value is something that could be supported by all and would contribute a strong element to the "melting pot." The group felt these matters deserve careful research.

The group felt that, in general, vocational education does not have the status with blacks that it might have. The "second rate" status of vocational education had been a topic discussed earlier in the conference. One person felt that the university system competes directly with "vocational education" for all students -- black and white; while another thought it might be good in many cases for a person to get a baccalaureate degree and then enter a program leading to a career in the skilled trades and vocations. It was, however, felt that most black students in the university, and most of them in the community colleges, intend to enter a profession rather than a trade. More information is needed on this topic, and further research must be done on it.

One person expressed the view that blacks often perceive certain jobs, including the skilled vocations, as being dominated by persons who would be hostile to blacks who entered those vocations. Such a perception, whether justified or not, would surely dampen the motivation of blacks who might otherwise aspire to prepare themselves to enter such work.

In general, it was felt that schools, vocational teachers, and others should develop programs (e.g., slides, video tapes, workshops) that could be used to promote vocational education among young people and to improve its image among blacks.

The black family, particularly family members as individuals, was cited as the strongest source of motivation for blacks to achieve in academia, in the world of work, and as citizens of this nation. Many group members felt that the church, too, was a source of motivation, although it was suggested that the influence of the church would vary more than the influence of the family from one region to another and from one church to another.

Feedback and Evaluation

Two periods were set aside during the Planning Conference for the purpose of providing a relaxed time for review and assessment of the work being done. One round table discussion at luncheon was particularly productive. In addition to these discussions, the chief investigator requested each participant to react to an evaluation sheet and to write up an assessment of what he or she perceived as important outcomes of the conference. Finally, one participant represented the group in an interview with the media to be released to newspapers and radio stations. These three events (the luncheon summary, the written evaluation, and the news release) are discussed below. This discussion should not only provide the reader at least some data for assessing the worth of the conference, but it should also provide additional perspective on the materials resulting from this kind of research.

The luncheon summary. The last luncheon provided a relaxed and pleasant atmosphere for a discussion of the conference. During the festivities each participant round the table was given an opportunity to indicate the important aspects of the conference discussions and to express himself or herself about anything on his or her mind. Under the circumstances, there was a considerable amount of discussion. The nature of the meeting as well as the topics discussed and the substance of those topics can be reported by means of entering here quotations from the participants. No identification of the source of the comments is made here. Most of the comments may be quotations; however, some are summaries of the comments. No attempt has been made to synthesize or order the comments. Rather, they are reported here in the nature of a listing, in the order in which they occurred. Each comment is discrete within itself and may or may not be related to the comments that preceed or follow it. The comments, therefore, are numbered and listed below.

1. The principal investigator was advised to write the report of the conference in a broad perspective. "The reports ... will be in the area of vocational education. On the other hand, the possibilities for research, for training, for suggestions are unlimited, so these can be addressed to [a broad audience and should] not be restricted by the nature of the [funding agency] or the way

the conference is set up.

2. "I'd like to see a program generated out of Illinois that's a type of work-study program, especially starting with youngsters nearer to fourteen than when they're juniors or seniors. I'd like them to learn how to work, and be sure they know how to work and how to study before they go into ... vocational education or go on to college."

3. One person pointed out that the conference had raised the question of how blacks perceive work and felt that this was very important for research.

4. One participant indicated that it is very important to find out if, as that conference believes, blacks tend to reject vocations and skilled trades as "low status" careers.

5. Blacks may need vocational education as much as, or more than, any other segment of the population; yet, in many states, there is no black participation in the development of vocational programs. "In terms of who is developing the game plan in Illinois, there are no blacks at the policy-making level. A black presence would be significant to blacks and should be able to make an important contribution. This is important in terms of black employees at a high level in the state and equally important in terms of community leaders and a black presence on advisory committees and the like."

6. One participant suggested that placement personnel and guidance people should be involved in the problems discussed at the conference.

7. Additional programs in survival skills, similar to programs now under way in Illinois, should be encouraged.

8. We need to maintain a broad perspective, to be aware of the whole, as we attempt to focus on a part or a special problem.

9. There needs to be a concerted effort to replace the statement, "because a kid can't cut it in the college prep program we'll place him in a trade or skill program so he can be a better kid for society," with a more appropriate philosophy.

10. There needs to be more student input into conferences such as this one. "I'd like to see student input expanded so that we could get families to articulate the kinds of problems they are experiencing right now, and so we could get more in-depth perception of the attitudes of students toward needs and problems."

11. "Some kind of program should be set up where both parent and the child may attend and get some information and some ideas about the job market and the opportunities in vocational education."

12. "I would like to see the proceedings of this conference taken to the people at the state and national level who are charged with implementing programs - let them consider some of these items. I would like to see the leaders in business and industry really consider some of the problems we have discussed here, such as locating industry in industrial parks far removed from the ghetto."

13. "A meeting involving industry, business and education leaders might have great possibilities for reaching greater understanding."

14. "I would like to see practical action result from meetings such as this. One of the study groups of the Carnegie Commission took a look at racial progress. In the late thirties and early forties, the theme was that the conscience of white folks will make things right. This didn't happen. Finally, it was concluded that if we expect to make progress with respect to bringing a large section of our population into the mainstream, it is necessary to keep the pressure

on. Black participation is necessary. Black people in any occupation encourages other black people to enter that occupation. I am interested in the wholistic approach. Of course, I am interested in our focus here on vocational education, but I am also interested in the whole of life here in America. I plan to take some of the things were have discussed to state and national meetings within the next few weeks."

15. Attention needs to be given in the report of this meeting to the discussion we had about the vocational tech image and how you create a more realistic attitude about the vocations and skilled trades. This should be a separate item in the report, not an appendage to something else.

16. "There is no such thing as academic and non-academic when we are dealing with preparing the young for citizenship. It is all an academic process and we need to get this within our minds that the whole process, whether working in the kitchen or in the library, is an educational process ... and then again with the capital aspect of dealing with the individual as opposed to the sheet of test scores. Testing should be used as necessary for diagnostic purposes not for the purpose of preventing a person from an educational role."

17. The eight sections of the DAVTE should have minority representation, and the administrative council should have minority representation.

18. There should be a campaign to educate people and improve the image of vocational education. Perhaps persons could be funded to make presentations to parent groups, social organizations, and private organizations. The DAVTE is producing audio-visual materials along this line.

19. Attention should be given to pre-employment skills and the survival skills once individuals have obtained jobs. I think as far as

as blacks are concerned they are not as knowledgeable as they ought to be relative to keeping a job once they've gotten it."

20. The National Science Foundation Advisory Board has developed a program called "Public Understanding of Science." This kind of thing could do wonders for vocational education.

21. This kind of discussion should not be limited to blacks. The participation of others is essential to what we are trying to do.

In addition to the luncheon discussion, another form of direct feedback occurred in the nature of a news conference held by the president of Mississippi Valley State University. Arrangements were made for a taped interview that was distributed to eight radio stations and to local TV stations. A news release distributed by the Southern Illinois University News Service as a result of the interviews with the president of MVSU was distributed to newspapers and is reproduced below.

NEWS FROM SIUC 6-4-80
UNIVERSITY NEWS SERVICE
Pete Brown, Director 618-453-2276
Southern Illinois University at Carbondale
Carbondale, Illinois 62901

CARBONDALE, ILL., June --Vocational education suffers from a bad case of low esteem, and until that problem is corrected, vocational students--both black and white--will continue to come up short in school and the job market.

That's one of the key conclusions reached by a group of educators attending a two-day planning conference on the vocational educational needs of blacks in Illinois, according to Ernest A. Boykins, president of Mississippi Valley State University and a conference participant.

When the conference ended Tuesday (June 24) afternoon, participants had hammered out a list of suggestions:

--efforts should be made to assess job markets and tailor vocational education programs to available jobs;

--counseling and educational support services should be upgraded for vocational programs;

--educators, counselors and others should quit giving school children the impression that vocational and skill-oriented programs are for underachievers;

--efforts should be made to determine how blacks and other minority people look at the world of work;

--vocational education should go beyond training for work and teach people other "essential living skills."

Boykins said an important first step involves upgrading the overall image of vocational programs.

more

"The majority of people in modern society need specific skill training to secure employment. It is time we quit looking down on vocational programs as being for failures," said Boykins.

"People who enter skill training areas by choice, rather than by design, are going to have a higher likelihood of success."

He also said labor unions pose a serious problem to black vocational school graduates.

"In many areas unions are virtually a closed society to black people. We urgently need federal and state legislation mandating that unions adopt affirmative action programs. If unions won't cooperate, shut them out of state and federal contracts," he said.

Boykins said a "lack of positive role models" has been a real hindrance to blacks over the years.

"Until recently black kids never saw a black policeman or state trooper, or a black fireman or electrician. They had no way of identifying with many occupations they considered to be white occupations," said Boykins.

"How that those role models are around, it is important for teachers to make sure black children are exposed to them."

Boykins said conference participants agreed that the federal government has "failed to make a real commitment to provide opportunities for adquate vocational education.

"You look around and see all sorts of federal subsidization of programs for medical professionals. How about taking the same route with other salable skills?" said Boykins.

The conference was co-sponsored by SIUC's department of higher education and the Illinois Department of Adult, Vocational and Technical Education. Participants drafted a set of suggestions and guidelines for state education planners, which, according to Boykins, will be used in establishing statewide vocational education plans.

Evaluation forms

Each participant in the Planning Conference was given an evaluation form and a pre-addressed and stamped return envelop along with the request to consider the evaluation form at his or her leisure and to return it with any further ideas for planning future research. All participants expressed the feeling that the conference was worthwhile and indicated a desire to continue their participation as the work continued. Important ideas for further consideration or action communicated on the returned evaluation forms are recounted below.

Participant A. "The most important idea that I heard during our conference was the statement in effect that 'there is no finite number of jobs in our society.' I remain shocked from the reverberation of that statement in the reality of a deepening national business recession and a climbing unemployment rate, because the statement implies that opportunities to work exist, but for many reasons we are not able to match people to existing tasks already funded. Perhaps we are mangling the meaning intended in the statement. Maybe what was meant was that there is no finite number of tasks that need to be performed at any time in our society, and that all we need to accomplish those tasks is the financial resources to pay for the services. It was brought out in the conference that the private sector asks this 'who shall pay' question continually in its business dealings as a survival statement. The public sector tends to ignore the question, assuming that all citizens will pay for these services through some kind of taxation. Recent conservative trends have produced public tax revolts which suggest that there is a finite end to the amount of taxation the public will bear and that we are approaching that limit.

Vocational-technical education might look for ways to form a closer bond with industry for the development of programs to provide specific job skills needed at any time. Our public schools might abandon the concept of a 'general' vocational education program which seems to have little relationship to the real world of work at the present. Let the schools use their energy to develop the whole student in the skills of living through general education. Let the student who yearns for the world of work and a specific job skill decide with professional counsel when to leave the general education program of the public schools and enter into an industry-sponsored vocational training program. The decision need not be irreversible. Industry operates on-the-job training programs presently that include people from all levels of educational development. Perhaps an extension of this concept into the lowest levels of our educational program would be in their best interest also.

Industry might be interested in rewarding the efforts of vocational-education counselors for their efforts to provide them with a reliable source of stable workers. A system of reward for efforts expended might encourage placement people and vocational education counselors to do a better job by making their reward a performance-oriented one. I have a gut feeling that much of the so-called poor image problem of vocational education lies in the fact that few of the vocational education counselors and placement people are products of the industrial world. Most come from academia; their professional status is measured by academia. ...and yes, their place in the salary schedule is measured by academia, and that place on the salary schedule is actually unrelated to their performance as placement specialists. The clients come and go. The salary comes regardless of any success ratio. Strange business! Professional placement counselors and other performance-oriented agents make fortunes when they learn to pick 'winners.' There is no reason to categorize workers as 'winners' and 'losers' until that time that profit-sharing, performance-oriented pay systems are incorporated by industry. They are being developed in these trying times of double-digit inflation and a shrinking production."

Participant B. "Although I am aware that this was an 'idea' conference, I feel that several items are worth noting:

1. A notion of some skepticism entered my mind when I listened to some items brought forth.
    - A. Some items seemed too specific and indeed irrelevant to the project.
        1. The problem is with the Black population.
        2. We should identify these problems and deal with them. I just don't happen to believe that the problem is simply within the Black population.
    - B. In some cases, I don't believe that we allowed ourselves to hear what was really being said.
2. We may be trying to do too much. To me, we should approach this project in a step-wise way. For example, it was brought forth many times about the negative image of vocational education. Perhaps a first step might be to solve this dilemma. If we do this, other problems may be easier solved."

Participant C. "Vocational-Technical Research Questions.

1. How do todays blacks feel about work?
2. How do blacks view work and its values, and what are the future consequences of these beliefs?
3. Do blacks form work attitudes more by socioeconomic background than by schooling?
4. Is the reason for dissatisfaction of blacks due to job expectations that do not fit reality?
5. How can we improve the image of Vocational Education among the black population?
6. What role should trade and craft unions play?

How can we create increased awareness among blacks concerning the nature, scope and availability of these opportunities to be found in the field?

WHAT ARE THE INTERNAL AND EXTERNAL BARRIERS THAT INHIBIT THE FULL REALIZATION OF BLACK PARTICIPATION IN VOCATIONAL EDUCATION.

INTERNAL

1. Lack of sufficient and sufficiently vocal role models.
2. Limited awareness of the range of career opportunities available.
3. Lack of family support.
4. Negative attitudes towards vocational education by black professionals.
5. Lack of effective programming to create positive self-concept and career awareness concerning opportunities for making a living and living a good life through Vocational Education.
6. Business should be brought into the planning.

EXTERNAL

1. Racial stereotyping by potential employers.
2. Inadequate preparation in mathematics and science.
3. Inadequate counseling.
4. Traditional patterns of excluding blacks from craft and trade unions. Lack of concerted efforts to recruit, prepare and place blacks at all levels of Vocational Education.

Failure to foster realistic expectations.

Business needs skilled workers; blacks need jobs. The two should be brought together through Vocational Education.

The object of true education is not to make men carpenters, plumbers of brick masons, but to make carpenters, plumbers of brick masons men."

Participant D. "The most important question that I feel came out of the conference was what do people know exactly what vocational education is and how it can serve blacks or any other race for that matter. I think the conference seemed to bring out the ideas in the participants minds about how vocational education can be beneficial if a better stereotype or stigma was attached to it.

I think a lot of educating needs to be done on the different fields available in vocational education, especially the ones that pay as much or more than some of the so-called great 'professions'. Teachers, leaders, ministers, and other people looked upon in a good light by young blacks, should be made aware of the necessity for the vocational jobs for blacks.

A lot of the problems that I felt were major, were felt to be so, by most of the conference participants. My idea that I would really like to see implemented, is the counseling in high school about the careers available in vocational education, so that blacks will already have a head start on the job market by the time for graduation."

Participant E. "I really enjoyed the conference and certainly see some positive implications not only for Illinois but the nation.

1. The most important idea or question in my judgment is:
   a. Blacks attitude toward work or how do todays Blacks feel about work.
   b. What will be the future consequences of these beliefs or attitudes?
2. Studies should be conducted to assess these attitudes. In addition, determine what role vocational educators have in understanding these attitudes and to determine how these attitudes are formed.
3. Vocational educators are responsible for developing successful and satisfied workers. Knowing how Blacks value work is essential to the development of Vocational Education Programs with meaningful curriculum, teaching methods and career guidance procedures. We should study these attitudes to determine how the negative ones can be reduced so that we might instill some of the values of the larger society. In addition, Blacks should be taught to value both extrinsic rewards (pay, benefits, job security and so forth) and intrinsic rewards (feelings of accomplishments, enjoying the work itself, sense of challenge)."

Participant F. "It was a privilege for me to participate in the Planning Conference regarding the Pilot Study of the Vocational Education Needs of Black Americans in Illinois, and it is an honor to continue to participate in this endeavor. The participants offered thoughtful discussions which yielded an enthusiasm to continue the dialogue and to initiate research in this area. It was important to note the support and encouragement expressed by representatives from the Illinois Department of Adult Vocational and Technical Education.

1. One approach to meet the vocational needs for Black Americans is described through the following ideas and objectives.
    a. To place Blacks in vocational jobs
    b. To keep Blacks employed and to improve their employment situation
    c. To alter perceptions of vocational education toward more enlightened and positive outlook.
2. These objectives raise some specific research projects that may provide avenues leading to solutions of Black unemployment. The following are research ideas aimed at meeting the preceding objectives.
    a. Initiate pilot projects at selected high schools, two-year colleges and senior institutions which will train graduating seniors in resume writing, interviewing skills, how to search for jobs, how to read the small print and how to prepare applications for employment.
    b. Study the relationships of business, industry and educational institutions.
    c. Determine the educational needs of business and industry and initiate cooperative educational programs. Conduct follow-up studies and evaluate program effectiveness.
    d. Study the perceptions of people toward vocational education.
    e. Study the perceptions of Blacks and Whites toward the DuBois and Washington controversy over academic education vs. vocational education. What impact does the DuBois and Washington controversy have on today's society.
    f. Study the perceptions of Blacks in the following areas.

Employed	Unemployed
Professions	High school educated
Skilled	College educated
Unskilled	High school dropouts
Vocational	Long term welfare families
Rural	Rural
Urban	Urban

A comparison of the perceptions from these groups of people should yield greater insight into the Black unemployment problem.

The preceding objectives and research ideas are suggestions for further action. I am sure the other participants have outlined other important research interests. As we begin to investigate the vocational education of Black in Illinois we will, no doubt, discover new challenges and more questions.

3. The issue continuing this project with Blacks and Whites was discussed briefly toward the end of the conference. It is an important question. I believe this project would not hold the potential success that it now has without the cooperation of Blacks and Whites working together. Although there may be times when one race can get at more accurate information than another (i.e., surveying Blacks by Blacks, or working with White upper class by Whites), it is essential that this racial cooperation continue."

IV.

CONCLUSION

All in all, the entire project, and especially the Planning Conference, provided a unique, stimulating experience, and resulted in a base of operations for future research, understanding, and action. This base of operations is embodied in the findings, conclusions, suggestions, and recommendations within the study. There is a wealth of ideas for research, suggestions for action, and descriptions of problems contained in the foregoing sections of this report. Because these are rather easily located within the confines of a relatively small number of pages, there will be no attempt to provide an exhaustive listing or summation of these items in this section. Rather, this part of the report will focus upon those items which were regarded as very important or critical by the conference participants and on which there was consensus regarding their nature and importance. These are discussed in the following sections as conclusions of the study.

Conclusions

The conclusions that can be drawn from the Pilot Study, especially its Planning Conference or "conference on ideas", are numbered and explained below.

1. It must be concluded that it is possible to organize a successful workshop around a series of ideas or issues rather than around a series of formal presentations. Indeed, for certain purposes, this structure for a conference or workshop may be the most effective method.

2. It must also be concluded that it is possible for persons of good will to address themselves in a reasonable and objective manner

to controversial matters about which they may have strong and divergent personal views.

3. A third conclusion is that the participants in the Planning Conference agreed that many people look upon the skilled trades and the vocations, and upon vocational education as well, as socially less prestigous and with lower social status than activities requiring college attendance. While most vocations that require special skills or training are quite rewarding in terms of earnings, they often do not carry much social status. In the past, and sometimes even today, there has been and is a tendency on the part of school officials to send persons who are unsuccessful in the usual academic areas to "vocational training." There is a good possibility that blacks look upon vocations and trades with an even stronger perception of second-class status than does the general population. The conference participants were agreed that studies should be directed to discover the extent of a low-status perception of vocational education, vocations, and trades among ethnic groups and the general population. The perceptions of teachers and counselors along these lines might also be investigated. Such studies possibly could lead to the discovery of ways to change perceptions if such change in indicated.

4. It can also be concluded that blacks need to become aware of their options to participate in all kinds of careers. Such broad range participation would reflect upon young people in terms of freer choices and less circumscription of life in general. The last two conclusions, listed next, are related to this conclusion in that they would enhance such awareness or contribute understanding that would aid in the enhancement of the awareness of career options.

5. It is, therefore, concluded that there was consensus at the Planning Conference that more blacks should be encouraged to enter careers that

have not attracted blacks or that have excluded blacks in the past. Such participation would enhance the awareness by blacks of a broader range of career options. Such participation can be enabled through vocational education as well as through other avenues of preparations.

6. Finally, it is concluded that the Planning Conference strongly favored initiating studies designed to discover how blacks (and others) view the world of work and how blacks (and others) are viewed by the world of work. The discovery of such perceptions would tend to reveal action areas that need attention by educators, families, parents, leaders, and others.

Next Steps for Research

Many recommendations could be made regarding further study of many ideas, problems, and issues raised in this report. Because interested persons can readily search out items of particular concern in these pages, it is the intention of this, the last, section of the report to emphasize two major areas of research interest which were labelled as very important by the Planning Conference. These two areas of concern are expressed in the sixth conclusion in the preceding section and consist of an investigation of how the general population and various categories of the general population view the world of work and an investigation of how people (especially employers) view workers.

Perceptions of the World of Work. The study of the perceptions of the world of work is not simple. The general research problem calls for attention to many considerations and appropriate limitations. It should be recognized that such research touches upon the fundamentals of human existence; because, all social systems throughout history, and as far as can be determined throughout prehistory, have shaped their members through social institutions, rituals, symbols, and any other means available so that the production of the essentials of existence would occur and the social system would survive.

The delimitation of such research must consider several questions. Whose perceptions are to be measured? Those of the general population? Age groups within the general population? Young people who have never worked? Unemployed persons? Ethnic groups? Also to be considered are the objects of the perceptions. These will range from perceptions of the necessity for work to be done (or the philosophical orientation to work) to the perception of specific jobs and activities. Personal satisfaction in achievement, economic and other personal rewards, and similar elements are examples scattered between the extremes mentioned above.

It is therefore recommended that research be initiated to measure peoples' perceptions of the world of work. This can be done by individuals, universities, and interested organizations. It is challenging and daring research that needs to be done at this time.

It is specifically recommended that research be funded at Southern Illinois University at Carbondale to construct a sophisticated instrument to measure perceptions of identifiable categories or dimensions of the world of work which are appropriate to our culture, that such an instrument be properly refined, pilot-tested, and used to measure the perceptions of important groups of people, such as teen-age black youth and white youth. Such an instrument should be designed specifically for social research at this time. Attention should be given in due course to the development of a psychological or diagnostic instrument in this area.

Employers' Perceptions of Workers. How a person is perceived by others is a reality of human relationships that can affect that person's life in many ways. How employers perceive workers and whether employers tend to generalize their perceptions of certain categories of workers are questions of importance. If, for example, employers tend to have commonalities in their perceptions of black workers, it is important to discover whether such common perceptions are due to economic and cultural factors that tend to create commonalities in black workers or whether they are due to social stereotyping of blacks. Such questions are important to economic productivity as well as to personal fulfillment in the United States today.

It is, therefore, recommended that research be funded at Southern Illinois University at Carbondale to construct a valid instrument to measure the perceptions employers have toward categories of workers. This would seem to be an important first step in analyzing characteristics of human relationships in the industrial setting that could lead to understanding important to people and to the enterprise of society as well.

Concluding Statement

All persons connected with the Pilot Study have exhibited a sincerity and honesty of purpose that give the authors of this report a feeling of confidence that the most complex and perplexing problems of human relations in the United States today can be solved by persons of good will who are dedicated to the search for truth and understanding.

APPENDIX A

Summary of the Interviews

The Nature of the Summaries

Appendix C contains a digest of the interviews held in the early stages of the Project for the purpose of discovering the basic concerns and problems that could be dealt with in the Planning Conference. It was felt that personal discussions with persons having first-hand experience with workers, employers, and educators would result in the formulation of basic questions related to the vocational education needs of blacks.

In due course, interviews were held with a number of persons, mostly blacks, in a "blue-collar" community. Each person was contacted in advance and shown a list of interview questions. Agreement to participate was secured along with the understanding that the interviews would be tape-recorded. Following the interviews, the tapes were transcribed, and both the tapes and original typed transcriptions are on file in the Department of Higher Education. One researcher wrote the digests, and another researcher reviewed the digests, comparing them with the original tapes, before the digests were finalized for this report.

The digests of the interviews contained herein have been severely edited. No attempt was made to preserve a "question-answer" format; however, no substantive material related to the questions has been intentionaly omitted. Conversational and digressive materials that were not relevant even though they may have been substantive in nature were deliberately omitted. Furthermore, the interviews were not scheduled in any particular sequence, and the digests herein have no order or sequence. Internally, the digests generally follow the same order of questioning, which was used throughout the interview effort.

Finally, the interviewees were limited by the nature of the process to expressing their perceptions or opinions. A perception, in and of itself, is a reality. The researchers depended heavily upon the sensitivity of these perceptions in order to arrive at a formative decision regarding the basic questions for the Planning Conference.

THE INTERVIEW QUESTIONS

I. What are some of the problems Blacks have regarding jobs?

A. In securing jobs?

(1) Discrimination in employment?

(2) Lack of knowledge or skill or training in how to go about getting a job?

(3) Lack of timely access to job information (positions)?

(4) Limited by narrow job preferences?

(5) Limited by inadequate career guidance?

(6) Lack of adequate qualifications?

B. In keeping jobs?

(1) Inadequate skills on the job?

(2) Job satisfaction?

(3) Orientation toward work?
(a) Punctuality?
(b) Absenteeism?
(c) Productivity?

II. Do Blacks have reasonable opportunity for job training?

III. Are there problems related to the nature of job training for Blacks?

(1) Does the training adequately prepare for the job? Is the instruction relevant? Effective? Is the learning environment conducive to good learning?

(2) Does the training fit the job market?

(3) What happens to the typical Black who drops out of high school? How serious is the dropout problem?

IV. Do Blacks have reasonable opportunity to enter the professions? Is such opportunity more restricted than the opportunity for positions in skilled work? More restrictive than for non-minority persons? Does the opportunity vary with the various professions? Do "basic skills programs" perform a valuable service in opening up the opportunity for Blacks to enter the professions?

Interview with Proprietor of Day Care Center

(About the interviewee: black; married and children; female; on her own initiative designed, constructed, and operates the day care center.)

This young lady was an entrepreneur who had overcome many obstacles in order to fund and create a valuable business of her own. She definitely felt that discrimination on the basis of race is still a factor that affects the chances of a Black getting a job in the general area in which the community is located;however, she felt that much progress has been made in this matter. The following points were made.

(1) In order to get a job, a Black may find that he or she must have superlative qualifications in order to compete.

(2) After getting a job, a Black may be expected to do more than other employees in order to get a satisfactory evaluation. A Black who is late to work one or two times for good cause may be quickly labelled as habitual. The same would apply to absenteeism.

(3) Blacks too often use discrimination as an excuse or as a crutch to excuse failure to get a job or to excuse poor performance. The interviewee was especially concerned about this.

(4) Related perhaps to "(2)", she observed that Blacks who become professionals (i.e., physicians, lawyers, etc.) often have more difficulty attracting black clients than white clients.

(5) Opportunity for appropriate training and education is available, and the training is good.

(6) In spite of difficulties (which are always encountered by people everywhere), Blacks can achieve what they really want to achieve. If the motivation is there, Blacks can do what they want to do if they will apply themselves.

(7) Guidance services exist in the schools, but Blacks do not always avail themselves of them. Some services, such as training

in how to get a job, may not be offered often enough, and when offered perhaps should be required. The interviewee, in discussing assumed "deterioration" in the inner city schools, felt that the school board concerned itself too much with political matters and, accordingly, had no time left for monitoring what was going on in the schools.

Justice cannot be done to this interview without quoting the interviewee. Quote: [Often an employer] "may expect more from a minority [person] than he would [from] a non-Black. But I think some Blacks are using this discriminatory practice in order not to do anything, as an excuse and usually as a crutch. And I've made a few talks here and there, and that always comes up...I'm a firm believer that if you apply yourself... and you really want to accomplish something that you can do it regardless of how the system is set up. And the system is really set up where a Black is going to have a rougher time than anybody else, but you can overcome that...I think we use discrimination too much as a crutch. It's not necessary. Sure, everybody's going to use some kind of rationalization, but where there is real discrimination, we should try to eliminate it. Somehow or another. But there is always going to be discrimination. Not only [against]Blacks. But people are going to discriminate, and if they would realize it, then they could see things in a little different light."

Interview with the Director of a Community Education Center of a Community College

(About the interviewee: black; female; experienced in the job of director; committed to helping people.)

The interviewee obviously was proud of the offerings of the Community Education Center. These consisted of any kind of course or program that would benefit the young people and adults of the community. Some of the things stressed were general education, adult basic education, English for Spanish-speaking persons, and the like. Closely related to the concerns of the Project were programs designed to assist people in the process of getting a job. The chief points covered in the interview are listed below.

(1) The interviewee was concerned that racial discrimination is still an important factor in Blacks getting a job. She felt that much progress has been made, but that discrimination has changed in form over the past few years---that a kind of "subtle" discrimination operates in the job-getting process that may or may not be conscious. She felt that this applies more to educated Blacks than non-degreed persons, although she admitted to a lack of knowledge regarding the latter. She felt that subtle discrimination occurs in the advertisements of vacancies and the way in which these are written and also in the fact that higher level jobs often depend upon interviews and the decision of a single person who may interview several people. She estimated that such discrimination affects six out of ten employment situations.

(2) Excellent opportunity for postsecondary education, including vocational education exists for Blacks in this community.

(3) A related kind of education is either not available to many people or, if available, not taken advantage of: young people

do not know how to go about getting a job. They do not know the job market, how to present themselves, how to write a good letter of application. The Community Education Center offers training in these matters, and the interviewee felt that this lack of knowledge regarding how to get a job applies to educated people as well as to high school drop-outs.

(4) She felt that the more a person becomes educated, the more his range of options for various jobs becomes narrowed. She cited the example of a person with a masters degree in journalism who looked for seven months for a newspaper job. After broadening his perspective and looking at the whole spectrum of the job market for positions with his training, he landed a job in New York with General Electric in the Public Affairs department.

(5) Inadequate skills for the job, poor orientation toward work, and job satisfaction are all factors in a person not succeeding on the job. The first two are remediable, but the latter is difficult to handle. Guidance and help in "knowing yourself" when preparing for a career is without doubt important.

(6) Affirmative action has been important in that it probably has opened up areas of work not formerly available to Blacks. Affirmative action tends to help the less educated more than the more higly educated.

Interview with the Director, Outreach Program, Urban League, in a Blue-Collar Community

(About the interviewee: Black, female, young, very dedicated to the Outreach Program.)

This interviewee works on a daily basis with persons who have dropped out of high school and with others who have little or no training and few salable skills. She was deeply concerned with all the problems that affect getting a job, keeping the job after securing it, the lack of knowledge in general on the part of poor people and minorities about the job market and about the training opportunities that do exist.

Much of the effort of the Outreach Program was devoted to teaching the basic skills: reading, writing, mathematics. The Director expended much time on training people how to go about getting a job. She was concerned with persons who could locate jobs but were not qualified for them and had to spend a period of time becoming qualified; by the time such training had been accomplished, the job opportunity may have disappeared. There is much training and educational opportunity available, but many people do not know about it.

Most people have trouble with the job market. She mentioned that the state employment agency has information "from A to Z on jobs", but is not really geared to helping the unskilled worker. She pointed out that the local chamber of commerce kept an up-to-date index of county companies that are potential sources of employment, and that the chamber cooperated with the Urban League in furnishing information about job openings. One of the important functions of the Outreach Program, as perceived by the Director, was to include job placement information in their "delivery system."

This interviewee felt that predicting the future demand for various kinds of employment was extremely important. She felt that information from the state and federal sources tended to forecast considerable opportunity in the skilled trades and the service industries during the 1980s. She felt that the local people were addressing themselves to these areas now, to such occupations as air conditioning/refrigeration, electronics, data processing, and other technician, maintenance, and repair levels and consumer service. Information of this kind is worth a lot. She felt that many opportunities of this kind will increase during the 1980s, but felt that little of this information filters down to the high schools, to the guidance people, and to persons looking toward preparing themselves for employment, to unemployed persons, and to persons who have been in the job market but need to be retrained.

Interview with a retired laborer.

(About the interviewee: Mature, male, black, has a world of experience; influential; has served on several committees for the State of Illinois dealing with matters of vocational eduction.)

This person made several points that are enumerated below.

(1) Young people get little training or education that would help them adjust to the world of work. They know little about how to get a job and little regarding responsibility toward the job they might get.

(2) An initial period of time on a new job should be regarded as a learning and adjustment period.During this "training period," sophisticated supervision can discover and eliminate the job-adjustment problems of most young people.

(3) No new agency or structure is needed in Illinois to enhance vocational education and job opportunity. We have the structure now, the problem is to get it to work.

Courses, workshops, informational sessions and similar offerings are available in high school, at Urban League, and elsewhere on such topics as the job market, how to get a job, and job responsibilities (being on time, good attendance, productivity). But these offerings are voluntary. No one makes a young person attend them (unless the parents do), and there is no assurance that young people will be motivated to attend them. Consequently, most young people are ignorant in these matters.

Many companies provide a "training period" for new employees. This is an excellent procedure. The supervision of new employees during the critical initial period of their employment must be wise and willing to get to the bottom of "problems." This takes a little more effort than an office interview. The supervisor must realize that an employee who does not have the money for lunch or bus fare may not know how to arrange a loan through the credit union. Personal attention and action is necessary. Rather than simply fire a employee who is habitually late to work, the supervisor must find out why the employee is late. If necessary, take the employee to the credit union personally, secure the money for a clock, and see that the loan is properly repaid. Such learning experiences will make ignorant young people into good workers. [Much that this interviewee had to say along this line would serve as good arguments for cooperative education.] Given even a slight motivation and willingness to learn on the part of the neophyte employee, a good supervisor can eliminate most of the problems the employee may have on the job. Under such circumstances, the failure of the employee becomes the failure of the supervision.

No new agency or structure is needed in Illinois to enhance vocational education and job opportunity. The structure is in place, the problem is to get it to work. Making the structure work depends largely upon whether the people in the structure are aware and sensitive to the needs of individuals and really want to make it work. We have the high schools, the night schools, the vocational schools and centers, the community colleges. The administrators, teachers, counselors, etc. must want to make it happen if these agencies are to be truly effective.

Interview with the head of an apprenticeship program.

(About the interviewee: Mature, male, white, the training director--joint apprenticeship training committee of a local union of the Illinois Brotherhood of Electrical Workers.)

Several points were made.

(1) There are admission standards for entry into the electrical workers apprenticeship program.

(2) Part of the apprenticeship program teaches pride in the trade, in the job, and in doing good work.

(3) Blacks who enter this program do as well or better than non-blacks.

(4) The unions and the contractors will use all the blacks they can get, because they must meet compliance quotas.

(5) Females do well in the program.

Qualification for the electrical workers apprenticeship program means meetings the following prerequisites (or admission requirements):

18 - 23 years of age
High school graduation (not the GED equivalency)
Must have taken algebra
Must pass an aptitude test
Must be interviewed

There was a very strong feeling expressed that blacks who qualify for the apprenticeship program do just as well, or better than, whites and other non-blacks. The interviewee reported that all blacks who have met the first four qualifications listed above have been admitted via the interview. After admittance, the blacks persist and successfully complete the program. Only one black has failed to complete the work to date, and he dropped out because he really didn't like the work.

One of the features of the apprenticeship program is an emphasis upon teaching pride in the trade. Responsibility for good work and pride in a job well done, in a safe installation, are important to the IBEW and to the contractors.

Currently there is good opportunity for blacks in the electrician's trade. The contractors will use all the blacks they can get, because they need to meet compliance standards. And the unions will take all the blacks who can qualify for the program for the same reason.

This particular apprenticeship program has had excellent experience with women trainees. Females do well in the program and make good electricians. The interviewee definitely felt that "the real threat to the black male worker in terms of job competition is the black female"--or any female electrician.

Interview with an electrical contractor.

(About the interviewee: Mature, male, white, well established in the business, this person was the first Caucasian to hire a black in a skilled trade in this community -- over twenty years ago.)

He made the following points.

(1) Blacks are competent workers.

(2) There is excellent opportunity to learn a trade provided in this State for the minorities as well as others.

(3) Recession resulting in prolonged unemployment (as seems to be the case currently in the building trades) may require retraining. People need help at such times.

In many ways this contractor was a trail blazer in helping to provide a beginning of opportunity for blacks in the trades. He has consistently hired blacks and feels that much progress has been made over the past decade in providing opportunity for this minority to enter the trades. Even so, he has experienced difficulty in hiring blacks from time to time, because not enough of them have become trained for the work.

The interviewee emphasized that blacks are competent electricians. Naturally there was some absenteeism, someone was occasionally late to work, or perhaps had some kind of problem on the job. But the frequency of this among blacks was no greater than among others. The interviewee attributed much of the job competence and responsibility to the apprenticeship program.

Hard times generate umenployment and often the need for retraining. The opportunity for retraining is available, but not many persons know where to look. Most, perhaps, get their advice from friends, and many do not know that they can seek advice, especially on matters of retraining, from employment offices, career guidance centers, and the like. Many could be advised to get retraining in closely related vocations and thus capitalize upon skills already acquired.

Interview with a high school vocational education teacher.

(About the interviewee: An experienced electronics and electrician teacher and tradesperson, married, black, with a fine family and children in elementary school.)

The following points were made.

(1) The high school vocational programs are strong, do a good job of teaching basic skills and of preparing persons for a job or for an apprenticeship program.

(2) Some blacks tend to overlook the "trades" in favor of the "professions." The trades pay extremely well and should be given due consideration by those who would do well in them.

(3) It is often difficult to obtain qualified teachers for some of the vocational programs, especially in the high schools. One of the reasons why qualified vocational teachers are reluctant to go into teaching is the low pay that schools offer compared to business and industry.

Interview with a black principal of a suburban high school.

(About the interviewee: The incumbent of one of the top school jobs in the State of Illinois, this person was committed to the education of all students, including black and white; he was active on the state and national level in educational matters; and he had appeared on many programs of interest generally and of interest to blacks. He held the Ph.D. degree.)

This interview was impromptu and not structured the same as the other interviews. The interviewee had a broad perspective on education in the United States and made several significant statements from this perspective. These are summarized below.

The Russians are copying our technology and are beginning to copy our school system in the form of a common schools thrust in the USSR. They are using some of our engineering and science textbooks, and they are currently educating (to the top level) their top twenty percent of the population. The United States has about ten percent of the world's population, but uses sixty percent of the world's goods. To remain competitive, we must educate to the hoghest level possible sixty percent of our population. But we tolerate a horrible waste of our human resources.

While the black segment of the American population has made considerable progress in becoming educated to a respectiable level and in becoming qualified for various jobs and vocations, in the very recent years, there has been a decline of blacks in the professions except in engineering. Appropriate references and statistics can be provided on these matters.

Interview with a high school coordinator of research and evaluation.

(About the interviewee: Mature, white, male, Ph.D. A psychologist, this person has been engaged in computer assisted research involving students' self-image, such research being tailored to the linguistic characteristics peculiar to the sub-culture of the groups tested.)

In an impromptu interview, this person made three strong points that suggest points of departure for information related to this project or for future research.

(1) Self-image is very important to educational success or failure.

(2) Peer influence is very important to educational success or failure.

(3) Early problem identification of potential drop-outs or failures as students is essential for schools to handle the problem of educational failure.

The interviewee offered the following references as having a bearing upon the above three points.

Andrews, F. J. "The Self-Concept and Pu;ils With Learning Difficulties," *Slow Learning Child*, 1966, vol. 13, 47-54.

Gowan, J. C. "Changing Self-Concepts in Exceptional Children," *Education*, 1965, vol. 85, 374-375.

Havighurst, Robert J., Graham, Richard A., and Eherly, Donald "American Youth in the Mid-Seventies," *NASSP Bulletin*, 1972, vol. 56, 1-13.

Humphreys, Donald W. and Townsend, Ronald D. "The Effects of Teacher and Student Selected Activities on the Self-Image and Achievement of High School Biology Students," *Science Education*, 1974, vol. 58, 295-302.

Nunnally, J. C. *Psychometric Theory*. New York: McGraw Hill Book Company, 1967.

Payne, D. A. and Farquhar, W. W. "The Dimensions of an Objective Measure of Academic Self-Concept," *Journal of Educational Psychology*, 1962, vol. 53, 187-192.

Purkey, W. W. *Self-Concept and School Achievement*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970.

Roberts, J. B. *A Study of the Problem Solving of Successful and Non-Successful Problem Solvers in Ninth Grade Science*, Doctoral dissertation, University of Alabama. Ann Arbor, Mich.: University Microfilms, 1964, No. 65-4056.

Townsend, Ronald D. "Self-Image Analysis by Computer," *School Management Journal*, Department of Education, New South Wales, Fall 1978.

Interview with a circuit judge and an attorney

(About the interviewees: Both white, both males, both in their middle forties. These were successful professional persons.)

In a luncheon interview, the following points were made.

(1) Blacks have made much progress in terms of education and employment, but much remains to be accomplished.

(2) By and large, blacks are accepted in the professions in this area [a blue collar suburb].

(3) Black families in this blue-collar, suburban community are very supportive of their own youngsters, the schools, and of vocational education.

(4) The welfare system definitely traps some people and serves as a psychological barrier to progress.

Interview with the head of a high school vocational education department

(About the interviewee: White, male, mature. This person also runs the adult evening program for the school district, is connected with the public aid program, and works with the area vocational school.)

The following points were made.

(1) The interviewee emphasized that excellent opportunity for education at all levels exists in this community. He felt strongly that the opportunity for sound vocational education was good and that it was effective, including that at the alternative school. He stressed the importance of the community college in vocational education.

(2) The interviewee had surveyed some 400 public aid recipients, and about ninety of them (all but one or two were black) came to the evening school. Of 50 of these that he interviewed, 30 were struggling to get out of the welfare trap, to find something that would result in their self-support.

(3) This person was very concerned about an anticipated shortage of qualified vocational education teachers for the high schools. He had experienced difficulty in finding persons for his own department, and his knowledge of the university voced training programs in Illinois led him to feel that a serious shortage of teachers is developing.

A group interview with a production manager, a nurse, a custodian, a housewife, and a teacher

(About the interviewees: The production manager: black, male, a successful experience with his company including a series of promotions. The nurse: black, female, married, family. The custodian: black, male, married and family, long tenure in his job. The housewife: black, female, married, family, active in NSSCP and Urban League. The teacher: black, male, teacher of electronics and electricity in high school.)

This interview, two hours long, was one of the most interesting of the project interviews. These were sincere people who were very interested in the questions. Everyone wanted to talk at once, and summarizing the tapes was a difficult process.

The following points were made.

(1) Discrimination in employment is still very real under certain circumstances. Some employers must meet compliance regulations, and this helps. Discrimination in education or in educational opportunity is not apparent. One personsaid, "Discrimination is the bottom line."

(2) The group seemed to agree that "some blacks" were too quick to use "discrimination" as an "excuse or crutch." While the members of the group did not agree on whether this was important or not (some tended to brush it off), the group did seem to agree that excessive and unwarranted use of "discrimination" as a crutch would, in the long run, reflect negatively on blacks generally.

(3) It is difficult to motivate youngsters to become qualified for a job and to learn how to go about getting a job. Job orientation courses may be offered in school, but the students are not required to take them. There was some criticism of the schools for offering "easy" courses. The nurse said, "I made my daughter take algebra instead of that "general math stuff. Consequently, whe has already been admitted to a good college for next fall." The discussion indicated that there may be a tendency, at least among some of the black mothers of the community to steer their children away from the "general courses" in high school into the "more basic" or "hard" courses.

(4) The group felt that people must be responsible themselves for good job performance. The production manager said, "I have a production level to meet. I must get the job done. If some one does not perform, then he will be fired." He also felt that many black employees were not aggressive enough in making a better place for themselves with their employers or in getting promotions.

(5) The discussion revealed indications of a possible temdenc-among black families to encourage their youngsters to choose the professions rather than the trades for careers.

Interview with the assistant director of financial aid in a community college

The following points were made.

(1) Regarding getting a job:

High schools do not prepare seniors in interviewing techniques or other skills which would help them in job searches.

Interviewers may discriminate against blacks through being unfriendly, uncooperative, condescending, or may not tell the applicant the true job description.

There are not many blacks in high places to help other blacks and to help protect them.

Blacks lack knowledge of the prerequisites and training necessary for various jobs.

(2) Regarding keeping jobs:

People may not keep a job very long because of environmental conditions (perceptions of co-workers, hostile supervision, working conditions).

Other factors affecting job tenure are low pay, and the perceptions of oursiders toward the job (job status). Lower economic people view work as a means to obtain possessions, not as a career. The job needs to be challenging. The worker, supervisor, and co-workers must feel that their jobs are important.

(3) Regarding job opportunity:

There is better opportunity in metropolitan areas than in rural or suburban areas.

There is more pressure from blacks on other blacks to succeed -- in the metropolitan areas than in rural areas.

There is still not a realistic opportunity for blacks in most of the professions.

Interview with a director of a career guidance center

The following points were made.

(1) Regarding job security:

Reverse discrimination can occur in small subsidiary industries that are owned by larger corporations having government contracts.

Minorities are sometimes placed in jobs for which they do not have the skills.

Job location, and relocation problems still exist for minority people.

Peer pressure [to succeed on the job] is more noticeable among Hispanics than blacks.

(2) Regarding opportunity for training:

A reasonable or successful opportunity for job training often depends on who runs the program. CETA programs that have black supervisors have a better chance of providing job opportunities and training to other blacks [than programs with non-black supervisors].

Opportunity for training depends upon many factors. It often depends on the training within the industry.

The opportunity for professional training seems limited for minorities. The best help is the military and the area vocational centers. The local AVC has the capability to expand the programs offered and the number of students enrolled. Each member district controls the number of students who may attend the center. This is also typical of some other Area Vocational Centers.

APPENDIX B

Program and Materials for
The Planning Conference

CONTENTS

APPENDIX B

- Program of the Planning Conference
  - Objectives of the Conference
  - Conference Program
- Program Materials
  - Components of Vocational Education in Illinois
  - Tables of Labor Force Statistics
  - Special Quotations from the Interview Tapes
  - Career Guidance Centers
  - Materials Related to Opportunity
  - On Discrimination
  - On Knowing How to Get a Job
  - On the Nature of the Job Market
  - On Success on the Job
  - On General Education in the Common Schools

PROGRAM OF THE PLANNING CONFERENCE

Pilot Study of the Vocational Education Needs of Black Americans in Illinois

June 23-24, 1980

Sponsored by:

The Department of Adult Vocational and Technical
Education
Illinois Office of Education

The Department of Higher Education
The College of Education
Southern Illinois University at Carbondale

OBJECTIVES OF THE CONFERENCE

The intent of the Planning Conference is to provide a relaxed, intellectual setting for the discussion of the circumstances and problems that affect the development of vocational education for members of the black minority in Illinois and possibly throughout the nation. It is proposed to approach these discussions from a broad perspective so that any matter that has a general impact, favorable or unfavorable, upon the realization of vocational aspirations by Blacks may be identified, discussed, and evaluated.

In terms of the job market and the manpower needs of business, industry, agriculture, and the professions, and the service occupations, the same technical skills need to be developed for Blacks as for anyone else. The Conference, therefore, is not interested in whether there is a need to train 120 carpenters in Elmtown during the next two years. The Conference proposes to focus upon more fundamental questions and would be especially interested in matters that might hinder members of the black minority in becoming carpenters.

During a period of some four months, the Project has been engaged in reviewing the pertinent research and literature to discover the important questions that should be considered. During this time also, the Project has taken questions to knowledgeable persons, conducting interviews with some sixteen individuals and accumulating and transcribing over nine hours of recorded discussion. From these sources, certain basic questions have been selected for the attention of the members of the Planning Conference. These are indicated in the Conference Program.

It is the objective of the Conference to consider these questions, analyze them, and evaluate them for future intensive investigation. It is also the objective of the Conference to consider whether there are basic questions, not selected for Conference consideration, that should also receive intensive consideration.

While these two objectives are vital to the Conference, the nature of the Conference can be described further. Questions rather than answers are sought at this juncture. If the Conference can come to conclusions (answers) that help define the larger questions, so much the better. The nature of the Conference is embodied in this statement: the Project workers are asking the Conference participants for a formative evaluation and a sincere judgment regarding what is truly important in connection with the career aspirations of Blacks at this point in time.

Roland Keene

Chief Investigator

CONFERENCE PROGRAM

June 23-24, 1980
Student Center
Southern Illinois University

June 23

12:00-1:30 p.m. Luncheon Missouri Room
Welcome - Dr. Benjamin A. Shepherd
Associate Vice President for Academic Affairs and Research, SIU-C
Remarks - Dr. John E. King, Chairman, Higher Education, SIU-C
Project Director
Explanation of Program - Dr. Roland Keene
Chief Investigator

1:45-3:00 p.m. General Session Vermilion Room
Chairman - Mr. Harvey Welch, Jr., Dean of Student Life, SIU-C
Recorder - Mr. Lester Morrow, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER ONE: THE QUESTION OF OPPORTUNITY
What opportunity for vocational education exists in Illinois?
Do minorities have reasonable access to the opportunity that exists?
Is the opportunity functional for Black Americans?
Will a future problem materialize in terms of a shortage of vocational teachers?
What are the important research questions related to opportunity?

3:00-3:30 p.m. Coffee Break Lounge

3:20-4:30 p.m. Group A-First Session Wabash Room
Chairman - Dr. Ernest A. Boykins, President, Mississippi Valley State University
Recorder - Mr. Lester Morrow, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER TWO: THE QUESTION OF DISCRIMINATION
What are the realities of racial discrimination regarding getting jobs and obtaining training for occupations?
What are the perceptions of Blacks regarding discrimination?
Is "discrimination" sometimes used as an excuse or a crutch?
Is a self-fulfilling prophesy hidden in perceptions?
How important is subtle discrimination?
What are the important research questions related to the question of discrimination?

June 23 continued.

3:20-4:30 p.m. Group B-First Session Vermilion Room
Chairman - Dr. Wayne K. Stahl, Coordinator of Institutional Reports, College of Lake County
Recorder - Mr. William G. Davis, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER THREE: THE QUESTION OF KNOWING HOW TO GET A JOB

Do Blacks know the basics of getting a job, such as how to apply, make a resume, be interviewed?
Is training available on how to get a job? Is it needed?
Is there a natural (unplanned) resistance to adapting to the "system"? Is there a general (conscious or intended) resistance?
What are the important research questions related to the question of knowing how to get a job

7:00 p.m. Dinner Vermilion Room
Remarks: Dr. Ernest Boykins, President, Mississippi Valley State University

June 24

8:00 a.m. Breakfast Vermilion Room

9:00-10:15 a.m. Group A-Second Session Vermilion Room
Chairman - Dr. James Knight, Professor of Criminal Justice, Memphis State University
Recorder - Ms. Dorothy Smith, Director of the Academic Skills Parlor, Mississippi Valley State University

QUESTION NUMBER FOUR: THE QUESTION OF THE NATURE OF THE JOB MARKET

How do people get timely information about positions? Is this the same for Blacks and Caucasians?
Are Blacks subject to severe geographic limitations in securing employment?
Are Blacks limited by narrow job preference?
To what extent are Blacks limited by qualifications, skills, or training in securing employment?
What are the important research questions related to the question of the nature of the job market?

9:00-10:15 a.m. Group B-Second Session Wabash Room
Chairman - Mr. Theodore B. Hudson, Jr., State Certified Vocational Instructor, North Chicago Community High School
Recorder - Mr. William G. Davis, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER FIVE: THE QUESTION OF SUCCESS ON THE JOB

Is there a serious lack of adequate and appropriate attitudes or sense of job responsibility among Blacks (punctuality, absenteeism, productivity) as compared to other people?
To what extent may problems on the job be due to added personal burdens and handicaps of minorities?

June 24 continued.

To what extent are job satisfaction and attitudes of people on the job related to job success of black workers?
What are the important research questions related to the question of success on the job?

10:15 a.m. Coffee Break Lounge

10:20-11:40 a.m. Group A-Third Session Vermilion Room
Chairman - Dr. Frank C. Adams, President, American-Education Foundation
Recorder - Mr. Lester Morrow, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER SIX: THE QUESTION OF GENERAL EDUCATION IN THE COMMON SCHOOLS

To what extent are minorities limited in their vocational efforts by inadequate general schooling? That is, do they know how to read, write, and compute? To what extent are these skills necessary in getting and holding a job?
To what extent do people graduate from high school and then discover they failed to take some course (e.g., algebra) which is required to enter some apprentice program (e.g., electrician)? Is this different for Blacks?
Are Blacks seriously limited by a lack of adequate guidance services? Career guidance? Job market training?
What are the important research questions related to the question of the general education of Blacks as this is related to vocational education and employment?

10:20-11:40 a.m. Group B-Third Session Lounge
Chairman - Mr. John Epps, Acting Director, Med Prep. Program, SIU-C
Recorder - Mr. William Davis, Doctoral Student, Dept. of Higher Education, SIU-C

QUESTION NUMBER SEVEN: THE QUESTION OF MOTIVATION

Do black families give encouragement and support to young people seeking vocational education? Are black families apathetic, are they barriers to success?
Cultural values: Is there a true black sub-culture? Do the cultural origins of some Blacks mitigate against successful careers? Are the cultural origins of some Blacks supportive? Are there special reasons why some Blacks have successful careers and others, equally talented, do not?
The church: What role does it play?
Welfare programs: Do they sometimes function as a trap from which it is difficult to escape?
What are the important research questions related to the question of motivation?

12:00 p.m. Luncheon Kaskaskia River Room

June 24 continued.

1:15 p.m. General Session Vermilion Room
Chairman - Mr. Harvey Welch, Jr., Dean of Student Life, SIU-C
Recorder - Mr. Lester Morrow, Doctoral Student, Dept. of Higher Education, SIU-C

Reports of recorders
Summary discussion

PROGRAM MATERIALS

Components of Vocational Education in Illinois

- The Public Schools
  - Vocational Departments (High Schools)
  - Special Departments, e.g. Agriculture (High Schools)
  - Adult and Community Education Programs

- Area Vocational Centers

- Community Colleges

- University Programs
  - Associate and Baccalaureate Programs
  - Continuing Education

- Proprietary Schools

- Apprenticeship Programs (Unions)

- Industry-sponsored Education

TABLE I
LABOR FORCE AND UNEMPLOYMENT
STATE OF ILLINOIS MAJOR LABOR AREAS 1/
(in thousands)

ACTUAL DATA

	LABOR FORCE			UNEMPLOYMENT			UNEMPLOYMENT RATE		
	Nov. 1978	Oct. 1978	Nov. 1977	Nov.* 1978	Oct. 1978	Nov. 1977	Nov.* 1978	Oct. 1978	Nov. 1977
tate of Illinois	5,423.5	5,416.3	5,275.5	280.8	288.9	330.8	5.2	5.3	6.3
loomington SMSA	64.1	63.8	61.4	2.2	2.0	2.2	3.4	3.2	3.6
ampaign SMSA	78.5	78.2	76.3	3.3	3.3	3.3	4.2	4.2	4.3
hicago SMSA	3,457.7	3,443.4	3,357.7	175.2	183.9	206.3	5.1	5.3	6.1
venport-Rock sland-Moline SMSA	182.9	184.3	177.8	7.4	7.5	8.7	4.0	4.1	4.9
catur SMSA	61.9	62.2	61.3	3.5	3.6	4.3	5.7	5.8	7.0
ankakee SMSA	42.1	41.3	41.5	3.3	3.3	3.2	7.9	8.0	7.8
oria SMSA	179.1	178.7	172.6	7.9	9.3	9.3	4.4	4.3	5.4
ckford SMSA	139.2	139.0	132.4	6.5	6.9	9.9	4.7	5.0	7.5
pringfield SMSA	97.4	97.7	97.0	5.4	5.5	5.3	5.6	5.6	5.4

/ Standard Metropolitan Statistical Areas (SMSA's)

evised

State of Illinois, DOL. Illinois Labor Market Conditions: A Summary of State and Area Developments in Employment and Unemployment. William M. Bowling, Director, DOL, Harry M. Hardwick, Manager, Research and Analysis, January, 1979, p. 4.

Employment Status by Sex, Age, and Race, Seasonally Adjusted
(Numbers in thousands)

Employment Status	Annual Average 1977	Annual Average 1978
TOTAL		
Total noninstitutional population[1]	158,559	161,058
Total labor force	99,534	102,537
Civilian noninstitutional population[1]	158,526	158,941
Civilian labor force	97,401	100,420
Employed	90,546	94,373
Agriculture	3,244	3,342
Nonagricultural industries	87,302	91,031
Unemployed	6,855	6,047
Unemployment rate	7.0	6.0
Not in labor force	59,025	58,521
Men, 20 years and over		
Civilian noninstitutional population	65,796	67,006
Civilian labor force	52,464	53,464
Employed	49,737	51,212
Agriculture	2,308	2,361
Nonagricultural industries	47,429	48,852
Unemployed	2,727	2,252
Unemployment rate	5.2	4.2
Not in labor force	13,332	13,541
Women, 20 years and over		
Civilian noninstitutional population[1]	74,160	76,489
Civilian labor force	35,685	37,416
Employed	33,199	35,180
Agriculture	537	586
Nonagricultural industries	32,662	34,593
Unemployed	2,486	2,236
Unemployment rate	7.0	6.0
Not in labor force	38,474	38,073
WHITE		
Civilian noninstitutional population[1]	137,595	139,580
Civilian labor force	66,107	88,456
Employed	80,734	63,836
Unemployed	5,373	4,620
Unemployment rate	6.2	5.2
Not in labor force	51,488	51,124
BLACK AND OTHER		
Civilian noninstitutional population[1]	18,831	19,361
Civilian labor force	11,294	11,964
Employed	9,812	10,537
Unemployed	1,482	1,427
Unemployment rate	13.1	11.9
Not in labor force	7,536	7,397

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[1] As in table 1, population figures are not seasonally adjusted.

SPECIAL QUOTATIONS

Electrical Contractor: Blacks who complete the apprentice program do as well as anyone else. I have had good experience with them.

Retired Black Worker: We do not need any more agencies. We have the means and talent to teach anything, including how to get a job.

Urban League Director: So many young people do not know how to go about getting a job. We just try to teach them the basics.

Black Laborer: Parents and families make it so difficult for public schools that you can't expect good results. Sometimes they want to beat up a teacher for no real reason.

Most Blacks who have responsibilities take their work seriously. Occasionally, some one will use discrimination as an excuse, but I guess that is to be expected.

An NAACP Officer: Discrimination is the bottom line.

A Black Production Manager: The black man must decide to join the white man's system.

A Black, Suburban, High School Principal: The "lost person" in this school is the white male, 5'2" tall, who has average achievement.

A Circuit Judge: The welfare system provides an economic trap which is difficult for some to get out of.

A Chairman of a High School Vocational Education Department: I run the adult program too. Recently I have had two young, unmarried women with children come to me with a strong desire to learn a vocation so that they could get out of the welfare conditions.

Career Guidance Centers

Jack Witkowsky, Chairman
State Board of Education

Joseph M. Cronin
State Superintendent of Education

Illinois Office of Education
Department of Adult, Vocational and Technical Education

100 North First Street
Springfield, Illinois 62777
Phone: (217) 782-4870

The State Board of Education/Illinois Office of Education insures equal employment/educational opportunities/affirmative action regardless of race, sex, color, national origin, religion, age or handicap.

The Illinois Office of Education, Department of Adult, Vocational and Technical Education, initiated the establishment of nineteen Career Guidance Centers in January, 1978. These centers are located throughout Illinois and provide a variety of career guidance services to all local educational agencies, both public and private universities and colleges, as well as other public and private agencies involved in career guidance, and to out-of-school youth and adults.

The staff of these centers are working toward improving the delivery of career guidance services to all individuals, enabling them to make more knowledgeable and realistic career decisions.

This publication provides an overview of some of the basic questions and answers about the Illinois Career Guidance Centers.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

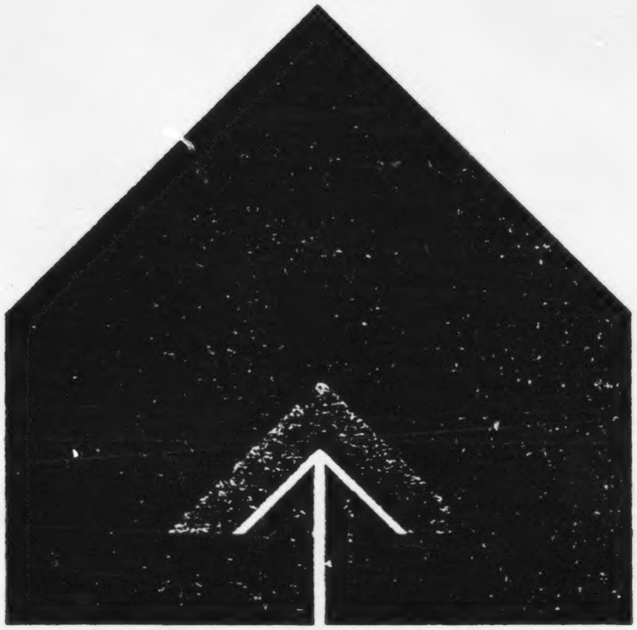
WHY

The need to improve career guidance services for youth and adults in Illinois is reflected in the findings of evaluations of vocational education conducted over the past eight years.

During 1977, the state educational agency initiated a comprehensive external assessment study of the adult, vocational and technical education programs, services and delivery systems for providing assistance to local educational agencies. The program/service areas in which the largest percentage of administrators, planners, teachers, and guidance personnel desired additional assistance included placement and vocational guidance and counseling activities. These findings have further substantiated the need for establishing Career Guidance Centers in Illinois.

What

The twofold mission of the Career Guidance Centers is to assist public and private educational agencies in the improvement of career guidance services for students and to provide specialized guidance services for out-of-school individuals.



Recent federal legislation for vocational education (Education Amendments of 1976, P.L. 94-482) has generated funds and guidelines for the provision of career guidance and counseling services. The functions of the Career Guidance Centers encompass this legislation which includes:

☐ Assistance in developing quality career guidance and counseling programs.

☐ Assistance in providing educational and job placement services.

☐ Assistance in working with the unique career guidance needs of youth and adult offenders, limited English-speaking persons, and out-of-school persons.

☐ Assistance in recognizing the changing work patterns of women and effectively overcoming sex role stereotyping.

☐ Providing leadership for career guidance programs at the local level.

The nineteen centers are implementing these goals in a variety of ways, utilizing existing resources and establishing services/activities that will best meet the unique needs of the population in their respective geographical area.

Where

1. Highland Community
College
Pearl City Road
Freeport, IL 61032
815/235-6121

2. Courthouse - Room 712
400 West State Street
Rockford, IL 61101
815/987-3060

3. Lake County Area
Vocational Center
19525 West Washington
Grayslake, IL 60030
312/223-6686

4. Kishwaukee College
Malta, IL 60150
815/825-2086 Ext. 348

5. Nash School
Fifth and Madison Streets
Oregon, IL 61061
815/732-7251

6. College of DuPage
22nd Street & Lambert
Road
Glen Ellyn, IL 61037
312/858-2800 Ext. 2230

7. Triton College
2000 Fifth Avenue
River Grove, IL 60171
312/456-4550 Ext. 536

8. Chicago City-Wide College
185 North Wabash Avenue
Chicago, IL 60601
312/977-2542

9. Thornton Community College
15800 South State Street
South Holland, IL 60473
312/596-2000 Ext. 314/342

10. Joliet Junior College
1216 Houbolt Avenue
Joliet, IL 60436
815/729-9020 Ext. 408

11. Trading Post Building,
Room 202
304 North Maple Street
Urbana, IL 61801
217/384-3599

12. Learning Resource Center
Lake Land College
Mattoon, IL 61938
217/235-3131

13. Washington School
114 East Washington
Avenue
Flora, IL 62839
618/662-4476

14. Alexander-Pulaski
Vocational Center
2nd & Washington Streets
Tamms, IL 62988
618/747-2728

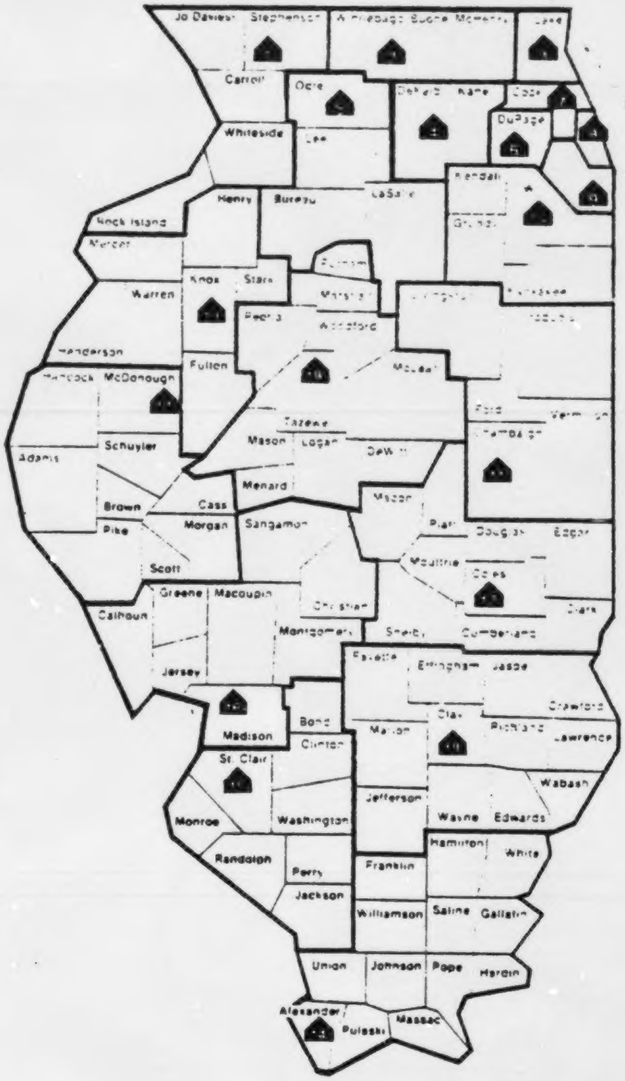
15. Belleville Area College
2500 Carlyle Road
Belleville, IL 62221
618/235-2700 Ext. 344

16. Lewis & Clark Community
College
5800 Godfrey Road
Godfrey, IL 62035
618/466-3411 Ext. 440

17. Educational Service Region
McDonough County
130½ South Lafayette
Macomb, IL 61455
309/837-4821

18. Illinois Central College
East Peoria, IL 61635
309/694-5296

19. Carl Sandburg College
S. Lake Storey Road
Galesburg, IL 61401
309/344-3631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Marshall
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Peoria
Woodford
Livingston
Kankakee
Iroquois
Henderson
Hancock
McDonough
Fulton
McLean
Ford
Vermilion
Tazewell
Champaign
Adams
Schuyler
Mason
Logan
DeWitt
Menard
Brown
Cass
Macon
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Sangamon
Piatt
Douglas
Edgar
Scott
Moultrie
Coles
Greene
Macoupin
Christian
Clark
Calhoun
Montgomery
Shelby
Cumberland
Jersey
Fayette
Effingham
Jasper
Crawford
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St. Clair
Wabash
Jefferson
Monroe
Washington
Wayne
Edwards
Hamilton
White
Randolph
Perry
Franklin
Jackson
Williamson
Saline
Gallatin
Union
Johnson
Pope
Hardin
Alexander
Pulaski
Massac

Interested? For further information contact: The Career Guidance Center in your area **or** The Department of Adult, Vocational and Technical Education/Illinois Office of Education at 217-782-5098

MATERIALS RELATED TO OPPORTUNITY

The following three tables were furnished by:

Mary Ann Merano
Occupational Information Coordinator
Compliance Reports Unit
Department of Adult, Vocational and Technical Education
Illinois Office of Education

Table A is deals with current enrollment and is based on FY 1979 data collected via the Vocational Education Data System. Since racial/ethnic data were not required on all programs, the statewide totals for which those data were collected are furnished. When analyzing the participation rates for Blacks, it is helpful to consider dropout rates, general population statistics, and the location of certain institutions. For example, there are no Area Vocational Centers in Chicago, East St. Louis, and Peoria.

Table B provides the statewide totals on the employment status of program completers. The most recent data are based on a Spring 1979 survey of FY 1978 former students. At that time no racial/ethnic data were collected. The follow-up survey being conducted at the present time and available in October or November 1980, will yield much more detailed data, e.g., race and sex, and type of job by Standard Occupational Classification code.

Table C provides a total headcount of staff by program area for FY 1979. Beginning with FY 1980 race and sex data will also be collected. The Illinois Board of Education's Research and Statistics Section has a racial breakdown of all elementary and secondary staff, and also a publication regarding supply/demand for teachers by area.

TABLE A - FY 1979 VOCATIONAL EDUCATION ENROLLMENT

TYPE OF INSTITUTION	BLACK ENROLLMENT	TOTAL ENROLLMENT[1/]
Comprehensive High Schools	90,048	526,807
Community Colleges	21,315	166,028
Technical Institutes	221	2,092
Area Vocational Centers	1,221	22,681
Secondary State Agencies	732	2,908
Postsecondary State Agencies	576	1,072

1/ Racial/ethnic data not collected on adult short-term programs; the enrollment in these programs is not included in the total.

SOURCE: IOE Form 21-01; Vocational Education Data System

TABLE B - FY 1978 PLACEMENT OF VOCATIONAL PROGRAM COMPLETERS

A PROGRAM COMPLETERS	B STATUS UNKNOWN	C UNAVAILABLE FOR EMPLOYMENT	D AVAILABLE FOR EMPLOYMENT	E EMPLOYED FULL-TIME IN FIELD TRAINED OR RELATED FIELD	F OTHER EMPLOYMENT	G UNEMPLOYED
118,230	30,022	34,132	54,076	34,247	16,330	3,499

CODE: C + D = Number of Respondents; D = E + F + G

SOURCE: IOE Form VE-22; Survey Conducted Spring 1979

TABLE C - FY 1979 VOCATIONAL STAFF BY PROGRAM AREA

	UNDUPLICATED HEAD COUNT
Agricultural Occupations	956
Distributive Occupations	1,483
Health Occupations	1,680
Occupational Homemaking	640
Home Economics Occupations	1,617
Office Occupations	5,368
Technical Occupations	1,176
Trade and Industrial Occupations	5,437
Other - Special Programs	1,111
Support Staff[1/]	1,603
Supervisory Staff[2/]	1,515

[1/] Includes teachers' aides, remedial teachers, signers.

[2/] Includes vocational directors and deans, department heads, program supervisors.

SOURCE: IOE Form 21-01; Vocational Education Data System.

ON DISCRIMINATION

Sometimes an intention to help results, in fact, in hindrance. Here is a quotation regarding the Federal government and its welfare programs taken from Money, Marbles, and Chalk, page 314.

> [The] national policy of paternalism has, indeed, created socioeconomic and psychological obstacles for certain minorities and disadvantaged segments of the population that are proving almost insurmountable. Furthermore, such a policy, through its tendency to elevate the state and subjugate the individual as an economic dependent, contains the potential to undermine the ideals and philosophy that provided the basis for democracy and for the founding of this nation in the first place.
>
> Now, the United States faces not only the complicated humane problem of helping people in need, but of correcting former mistakes that have been abused and making it possible to help people in need to help themselves and thus to preserve their self respect.

ON KNOWING HOW TO GET A JOB

To generalize from Richard Lathrop, Who's Hiring Who, most people do not know how to go about getting a job. Lathrop makes no distinction of a racial or ethnic nature. The following quotations are from Lathrop's book.

> In fact, government research shows that when those applicants who need it are given strong guidance, their rate of placement ...doubles. And it doubles even though such guidance is limited to the single question of career choice.
>
> The question of career choice is only one of the areas in which job seekers need help. Far more serious, far more pervasive are the thorny questions of how to cope with the job market itself when trying to find work--questions for which almost all applicants are totally unprepared simply because they have had neither the experience nor training that would help them to cope with such problems. [p. 1]

> Considerable evidence shows that a short job supply is only half the nation's unemployment problem during those years when joblessness is below 6 percent. Incredible as this may seem, no national program exists to minimize the effect of the other half--simply failure to help applicants find and land suitable jobs---jobs that are open and waiting to be filled. [p. 3]

> A report from the Department of Labor covers a study in which thousands of job holders were asked how they found their employment--certainly one of the most comprehensive surveys of its kind ever made. Here is what the job jolders said:
> One percent found their jobs through private employment agencies.
> Three percent successfully used public employment agencies.
> Five percent succeeded through help-wanted ads.
> Six percent got their jobs through school placement agencies.
> ...
> Twenty-four percent found their jobs through direct contacts with employers--going to them and asking for a job.
> Forty-eight percent found their jobs through friends or relatives.
> About 13 percent reported that they used a combination of the above techniques or other means to find employment.
> (At least 72 percent found work through their own efforts.) [p. 22]

Below are additional questions related to training for and getting jobs which came out of the interviews.

Do Blacks take full advantage of opportunity to enter the professions and the trades? If not, why not?

Because of entrance requirements (especially for certain apprentice programs), a persons who qualifies to enter a trade may also qualify to enter a college or university. Do black families tend to steer their young people into college at the expense of profitable careers in the trades? How effective is career guidance in the common schools in getting Blacks into educational patterns that will lead to satisfying careers?

What can be said about "affirmative action" programs, their nature, their success or failure?

ON THE NATURE OF THE JOB MARKET

Richard Lathrop, in Who's Hiring Who, points out that the so-called job market is designed to help employers not to help job seekers. Here is how he describes the job market.

> Bluntly stated, the national job market--if it can be said to exist at all--is a chaotic mess. It is highly idsorganized and riddled with conflict. It is almost entirely unregulated, has no central communications system, and no coordinating or moderating influence to guide its operations. It presents a bewildering front and few guideposts to people seeking employment. It offers excellent, inept, and abusive applicant services in such an appalling mix that job seekers frequently can't tell the bad from the good--until too late. It exploits applicants far more than it assists them and offers the most help to those who need it least. Its operations and services usually cost too much--for both applicants and employers. Its ways of matching people with jobs resemble sorcery more than science. It is woefully short of information on its basic stock in trade--job openings. And it has no goals of its own looking toward more efficient operation and lower unemployment rates.
>
> As if that isn't bad enough, the so-called job market is constructed along feudal lines. It contains few buyer-seller relationships as in most markets. Instead, it operates on a benefactor-supplicant basis and you are the supplicant. (Small wonder people find it demoralizing.) [p. 16]

+ + +

> In "normal" times when unemployment is ranging between 4 and 6 percent, there are about two million new openings per month in the nation. In boom times, three million...This does not include sales openings..,latent jobs--that is openings that don't exist until the day an applicant walks in and convinces an employer that he/she needs help.., nor...the openings left over from the previous month that are still unfilled. We have no way of knowing for sure, but it appears that there may be as many old openings begging to be filled as there are new openings per month. For example, even in the depths of the 1974-75 recession, the available job supply--according to the best government guess--never dropped below two million. [p. 20]
>
> If you are going to find one of the better jobs among the millions upon millions each year that go unpublicized, you will have to use your own resources to do it--not those of such "job-delivery" systems as agencies, computerized placement services, help-wanted ads, job banks, etc. They never hear of such openings. [p. 21]

ON SUCCESS ON THE JOB

The principal investigator on this project has run into several isolated situations that have raised questions on this subject. Some of these situations are documented in the taped interviews, but most of them have no documentation. The concern of the principal investigator is whether this subject is important enough to merit further investigation.

Some of the questions raised follow.

> How common is the alleged practice by some employers to hire a Black in a visible position and keep him there regardless of his success or competence, thus exploiting him as a public relations "showpiece" of integration?
>
> To succeed on the job, must a Black be "better qualified" than others?
>
> It is human to blame others for our failures or at least something other than ourselves. Is there a problem (and if so, what is its nature) in the over-use by Blacks of "discrimination as an excuse" for failure?

ON GENERAL EDUCATION IN THE COMMON SCHOOLS

Education generally seems to have experienced considerable criticism in recent times. Whether this is a reflection of an "accountability kick" which the people seem to have exhibited in these times or not does not remove the reality. To what extent the criticism is justified, to what extent it is misplaced, to what extent it is methodologically in error, are important questions. People seem to be concerned that the schools at all levels are not meeting needs. Some states have passed laws requiring competency tests for graduation from high school. The interviews conducted for this project raised many questions along this line, and some of them are expressed below.

> To what extent are the "basics" necessary for success in vocational education and in vocational success?
>
> Is there a growing lack of "commitment to good teaching" among teachers at all levels?
>
> Does the large size of schools contribute to an increase of "bureaucratic" regulations at the expense of individual relationships between teachers and students?
>
> Does parental hostility contribute to bureaucratic regulation?
>
> Does an increasing "clock-punching syndrome" contribute to impersonal relations between teachers and students?
>
> Does busing students play a part in this?
>
> Do teacher-preparation institutions give adequate attention to the selection of persons who "are committed to teaching"?
>
> Are vocational education teachers more interested in good teaching (persistently so) than other teachers?
>
> Is teaching in the common schools too "future-oriented"?

APPENDIX C

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FOR
THE PLANNING CONFERENCE

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